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ABSTRACT

A teacher at the Von Humboldt Child Parent Center, a unit of the Chicago, Illinois, public schools located in the largely Hispanic Humboldt Park area, implemented a practicum designed to improve disadvantaged Black and Hispanic preschool children's language and auditory skills in a nonbilingual learning environment. To carry out the project, 10 multicultural workshops were conducted for children, their teachers, and (mostly single) parents. It was expected that the intervention would result in: (1) an increase in teachers' positive attitudes about teaching language and auditory skills to preschool children from diverse cultural backgrounds; (2) acquisition, by parents, of new teaching methods and improved understanding of the importance of teaching supportive home readiness skills; (3) improved language and auditory skills among participating preschool children; and (4) preschool children's increased understanding of the value of diversity, cultural difference, and ethnic pluralism. The practicum was evaluated by comparisons of pre- and post-tests administered to children, parents, and teachers. Children showed significant gains on their measures. Parents gained a new understanding of the importance of cooperation between home and school. Teachers' attitudes about teaching language and multicultural education became more positive. Related materials, such as tests, questionnaires, workshop agendas and handouts, and a list of children's books about different cultures, are provided in 22 appendices. (Author/RH)

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DEVELOPING AND IMPLEMENTING A LANGUAGE FOR PRESCHOOLERS OF DIVERSE CULTURAL BACKGROUNDS WITH A MULTICULTURAL APPROACH

BY

DEBORAH A. DOMAIN

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DEVELOPING AND IMPLEMENTING A LANGUAGE PROGRAM FOR PRESCHOOLERS OF DIVERSE CULTURAL BACKGROUNDS WITH A MULTICULTURAL APPROACH

BY

DEBORAH A. DOMAIN
CLUSTER XIV

A PRACTICUM REPORT PRESENTED TO THE ED.D PROGRAM
IN EARLY CHILDHOOD
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF EDUCATION

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PRACTICUM APPROVAL SHEET

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Approved

9-19-86
Date of Final Approval of Report

Georgianna Lowen, mea
Georgianna Lowen, Ed.D., Reviewer

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AND
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TO: Jacqueline McClinton

and

TO: Irene Damota who served as translator for the program.

A MEDITATION FOR CHILDREN

I am a member of the world family ...

I am related to those who stand next to me

by the air we breathe

by the light we share

the hope we have for a better world.

I have a responsibility

to give

to receive

to be open, tolerant, free.

I have inherited this world from those who have lived here before...

I occupy space and time for a few short years...

I hold this world in trust for those who will follow.

My life--with others--can fashion this world toward

peace, rather than strife

hope, rather than despair

freedom, rather than slavery.

I, with those about me, can make the Brotherhood of Man a living thing.

I pledge my willing spirit to this thought.

We will do this together!

THE UNITED NATIONS (1981)

(Hendrick, 1986)

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ABSTRACT

Developing and Implementing a Language Program for Preschoolers of Diverse Cultural Backgrounds with a Multicultural Approach.
Deborah A. Domain, 1986: Practicum Report, Nova University Ed.D Program in Early Childhood.
Descriptors: Auditory Skills/ Diverse Culture Education/ Early Childhood Curriculum/ Early Childhood Education/ Early Childhood Skills/ Language Skills/ Multicultural Education/ Preschool Activities/ Preschool Auditory Skills/ Preschool Curriculum/ Preschool Education/ Preschool Language Skills/ Preschool Parent Education/ Preschool Parent Participation/ Preschool Parent Training/ Preschool Parent Workshops.

This practicum was designed to enhance an appreciation of the natural and inherent cultural resources that predominantly Spanish-speaking and Black preschoolers bring with them to the classroom. In addition to the appreciation, the writer's main concern was to improve the children's language and auditory skills in a non-bilingual setting. Specific activities were presented through Parent-Child Interaction Workshops both in the school environment and non-school environment.

A series of ten Parent-Child Interaction Workshops were conducted by the writer and special designated speakers. The emphasis of the workshops was based on language and auditory skill development with a multicultural approach.

Results were measured by comparisons of pre and post tests for children, parents, and teachers. The children showed significant gains in their measures. Parents gained a new understanding of the role of of home and school working together. Teachers' understanding towards teaching language and multicultural education became more positive, as indicated in a pre and post test questionnaire.

CHAPTER I

INTRODUCTION

DESCRIPTION OF THE COMMUNITY

Years ago, Division Street went through the heart of a prosperous Polish community known as the Humboldt Park Community. But now, looking down Humboldt Park's main street, there is only a decaying boulevard. The sidewalks are wide, but full of cracks. Garbage flies down the street, pushed by the slightest breeze. The Poles who grew up there are now mostly settled in the suburbs or in other neighborhoods. The few Poles left are the old people who have decided to die here (Obejas, 1982).

Humboldt Park was one of those rare Chicago workingclass neighborhoods, located five miles northwest of downtown Chicago, where no ethnic majority really nested— a mongrel of a place with a great flow of Polish and Jewish blood mingling generously with the blood of Italians, Greeks, Danes, Swedes, Armenians, Russians, Hungarians, Lithuanians, Appalachian Whites, American Indians, Blacks, and others (Badofsky, 1980), these were diverse nationalities who were very much at peace with each other (Dickens, 1942).

The area is one of Chicago's older middle aged communities; the many private yards provide small pockets

of open spaces, however houses and apartment buildings are built very close together. The residential areas include both well maintained and badly deteriorated standard and substandard housing.

There are various business districts; railroads that bisect the neighborhood; industry is scattered or intermixed with housing and space for churches, parks, and schools. The locational advantage of the area was further enhanced with the completion of the Kennedy Expressway, which enlarged the transportation horizon of the community.

The Humboldt Park area is also a product of its history. Part of the community was already incorporated into the city in 1837 and the rest in 1889. The development reflected the outward growth of the city. The oldest housing tends to be found in the area first incorporated.

Industrial development and the location of factories constructed long after much of the area was part of the city reflected the outward growing economy.

The community consists of largely old and aging properties. The majority of residential structures was built before 1900 and about one-fifth of the community before 1885. Little construction has taken place since 1900 except for some industrial growth. There is little vacant land which is suitable for residential development.

The predominent dwelling structures are two and three story walk up buildings. Retail business and commercial areas

are usually along major traffic arteries. Small neighborhood shops are scattered throughout the community.

There are two public and five parochial high schools, nineteen public and nineteen parochial elementary schools. There are three hospitals, over fifty churches and synagogues, over thirty institutions which include social centers, youth organizations, nurseries and day care centers, and medical centers. Many of the churches are outstanding examples of European church architecture.

As neighborhoods change, over the years, so do the faces of its inhabitants. Humboldt Park has become a port of entry for Hispanics arriving in Chicago. The Hispanic population now represents almost 56 percent of the neighborhood, bordered by North Avenue on the north, Grand Avenue on the south, Kedzie Avenue on the east, and Pulaski Avenue on the west. Additionally, between Kedzie and Western in what is known as East Humboldt Park, there are more Hispanic Americans (Appendix A).

According to the 1982 City of Chicago Census Report, of the 70,879 neighborhood residents, 38,372 are Hispanic. These recent arrivals have greatly changed the community that was originally developed by predominantly European immigrants. Ethnic grocery stores, speciality shops, and restaurants reflect the cultural aspect of the community, many with signs advertising only in Spanish.

According to one parent from the Von Humboldt Child

Parent Center, "Here in the summer, people sit in front of their homes and talk with their neighbors. Everyone is Puerto Rican. People know each other, and there's music in the park," she said. And the music— young men play salsa (Latin Soul music) on the bongos, and bands from churches in the neighborhood play regularly.

The city park, also called Humboldt Park, contains two lagoons, playgrounds, baseball diamonds, and plenty of grass and trees; much of the community comes here to relax. Vendors sell shaved ice topped with fruit flavors, smoking steak and chicken on open grills (Younker, 1981).

But there's more than music and relaxation in the Humboldt Park Community. There are problems too. It is an area with many burned out buildings, graffti scared walls, and overrun with street gangs. Names such as Cobras, Kings, Spanish Lords, and Disciples decorate the entire community. There are no official statistics to prove it, but Humboldt Park probably has more gangs than any other neighborhood in the city.

Neighborhood leaders say the area is afflicted by massive unemployment that, in turn triggers poverty, crime, lack of housing, and arson. Unemployment in Humboldt Park is 13.3 percent according to the City of Chicago's Office of Employment and Training (1984 Official Report). However, economically, Hispanics occupy middle ground even with the large unemployment rate according to the Census Bureau; the

1983 median income for Hispanic families was $16,960.

The problems Humboldt Park faces give the community a bad reputation, but that's not new. In the 1940's Humboldt Park already was regarded as a dangerous neighborhood newspaper accounts show.

"There are young men and women without jobs wandering the streets during the day," said Margarita Martinez (1982), president of the Puerto Rican Chamber of Commerce. "Many of the area's residents are unskilled. And the neighborhood has few training programs. This is the major cause of the gang problems," she also stated.

But Humboldt Park leaders are quick to remind visitors that the neighborhood also has things in its favor: the park itself is a great source of entertainment, and public transportation is excellent. There are magnificent run down Victorian mansions that are boarded up which could easily be turned into prime real estate like the nearby, newly renovated Wicker Park area. Many young white professionals have moved into this area in the last few years. They rehabbed houses, and rents and property values skyrocketed, displacing many Hispanics and their families. Its proximity to the Loop could make it what some would call an "up and coming" neighborhood for investors.

"This is a community without dreams," said the Reverand Morales (1982), pastor of St. Luke's United Church of God. The writer, however, does not agree with this statement. It is the

writer's opinion that the community does have its dreams, because its dreams for the future lie in its children. They will be the ones to make the community's future. Children, for their part, have the right to experience the best lifestyle and education that the community and the school system can provide.

AUTHOR'S WORK SETTING AND ROLE

The Von Humboldt Child Parent Center was dedicated February 23, 1979. The school is located at 1345 N. Rockwell in Chicago and is part of the Chicago Public School System. The Center operates with six classrooms and a staff of fourteen. Five classrooms function within the guidelines of the Child Parent Center Program and the remaining classroom is designated as a bilingual kindergarten from the main school, Von Humboldt Elementary. One hundred and ninety children are serviced at the Center.

The community served by the Center is made up of 70 percent Hispanic families and 28 percent Black families. The program is for low-poverty parents and their children, and the majority of these families are headed by a single mother who receives state welfare.

The average family is composed of one adult and three children. Since the majority of these families are Hispanic, the Center is sensitive to these needs in that bilingual aides are among the staff. However, the Center doesn't

receive bilingual funding.

The Center provides complete services to meet the needs of the young children involved in the areas of social-emotional, motor, and cognitive development. Parents are also provided with an awareness and understanding in promoting the education and development of their young children. The parents are encouraged to attend workshops that are pertinent to communal needs such as: consumer awareness, home economic skills, family planning, job seeking skills, assertiveness training, physical awareness, and financial planning. Both children and adults participate in Center sponsored city wide field trips and receive supportive services offered by Community Agencies.

The writer, employed by the Chicago Board of Education is now beginning her 16th year of teaching. Her area of specialization in the field of education is at the preschool level. She has a Master's Degree in Early Childhood Education and an advanced degree in Educational Administration and Supervision. The writer is a preschool teacher at the Von Humboldt Child Parent Center. She is assigned to a three and four year old classroom with predominantly Spanish-speaking preschoolers. The writer speaks minimal Spanish. In addition to teaching, the writer is a doctoral candidate, interested in developing a language curriculum with a multicultural approach. The curriculum would demonstrate "that one may be different and equal at the same time" (Gold, Grant, and Rivlin, 1979).

CHAPTER II

STUDY OF THE PROBLEM

A. STATEMENT OF THE PROBLEM

Young Hispanic and Black children are experiencing difficulties in language and listening skills when entering school because of a wide divergence in cultural backgrounds.

Parents want their children to learn English, but they don't want their language and heritage destroyed in the process (California's Governor's Advisory Committee, 1982).

The Spanish-speaking child with minimal understanding of English and the African-American child, who brings a Black dialect based on African languages and on Black cultural and literary traditions (Markham, 1984), are placed together in inner-city schools to learn in an environment that alienates much of their home culture and tradition. While teachers are conscious of the need to accept children as they are and to begin the educational process at that point, some feel at a disadvantage and are not prepared for such approaches.

B. EVIDENCE OF THE PROBLEM

It has been this writer's experience the past year,

to work with Hispanic and Black preschoolers in a non-bilingual learning environment at the Von Humboldt Child Parent Center. The term "non-bilingual learning environment" when used by this writer, refers to a school that does not receive bilingual funding, has no certified bilingual teachers, and where the only official language spoken is English.

Upon interviewing the preschool teaching staff, this writer learned that both teachers and parents were voicing their concerns about their preschool children.

Seventy percent of the preschool children speak only Spanish or minimal English when first enrolled in the Child Parent Center. As stated previously, the Child Parent Center is a non-bilingual learning environment with no certified bilingual teachers at the preschool level.

A recent article printed in the Chicago Tribune (1985) stated that in the predominantly Puerto Rican Humboldt Park neighborhood, language barriers hold about one hundred and eighty pupils at the Von Humboldt Child Parent Center far behind their peers in verbal development. While the article stated that the Center remains unscarred by neighborhood gang turmoil, the rear of the building is marred by a great deal of gang graffiti. This writer agrees with the Tribune's assessment of the language problem, however, the neighborhood possesses the invisible scars of the youth who failed to succeed academically.

According to the Chicago Board of Education's Department of Research and Evaluation 1983-84 Chapter I Achievement Results, thirty-nine kindergarteners were tested with the Iowa Test of Basic Skills. The four subject areas included were Vocabulary, Math, Word Analysis, and Listening Skills. In all of these subject areas, the kindergarten children scored below the national average scores.

The following are the children's average scores:

Vocabulary	39%ile
Math	37%ile
Word Analysis	39%ile
Listening Skills	39%ile

These scores, which were the most up-to-date scores available, provide statistical evidence of the difficulties the children are experiencing in language and listening skill development at the Von Humboldt Child Parent Center. The problem is further aggraviated by the fact that the majority of the children's parents do not have an adequate command of standard English. Some of the Hispanic parents do not speak any English at all and therefore, the children's only contact with the English language is at school or through the media. Even amongst the parents who are English-speaking, many do not have a formal education, i.e. have not finished high school. It is estimated by the Chicago Board of Education's Adult Education Division that

the average parent without a high school diploma is reading between a 4.0 and 6.0 grade level. All these factors contribute to the developmental delays the children are experiencing in language and listening skills.

C. CAUSES OF THE PROBLEM

Many years ago, America was thought to be the place a man could hope for a fair return from his labor. It was where a person could be successful, happy, and free. These dreams lured millions of immigrants in the years that followed the Civil War. But the reality was often very different. America turned out to be the place where you were expected to become American (Smithsonian Institution, 1985).

At the present the Hispanic population, considered the "silent invasion from the south," is rapidly growing in the United States comprising forty-two percent of the legal immigration quota (Church, 1985).

Originally, many Hispanics believed that their stay in the United States would only be long enough to earn a little money. Most, of course, eventually changed their minds as they came to realize that more money could be made here than in their own country. The process of deciding to stay for a family can take years and often times the immigrant has little desire to put down roots outside the "barrio" (community).

"In Chicago," says Ariel Zapata (Time, 1985) a

newspaper journalist from South America who immigrated here in 1984, "it is possible to live, work, and play without speaking any English at all."

The mores, values, and behaviors including linguistic and paralinguistic (body language and speech) of poor Black children are generally alien to middle-class White teachers. It is this conflict in cultural patterns that creates much of the motivational and linguistic problems in these children (Adler, 1984).

Children who arrive at school speaking a language other than English are not linguistically or culturally deprived. They bring with them a knowledge of the customs, traditions, and values learned at home; they have their own linguistic and cultural experiences and they come with some built-in expectations of school (Ashworth and Wakefield, 1982).

The teacher plays a critical role in influencing a child's predisposition to learn by providing children with an atmosphere that includes a variety of learning opportunities, by presenting information that is relevant to their environment and culture, and by adapting the curriculum to make it appropriate to individual family concerns (Kendal, 1983). Some teachers are not prepared for such approaches.

The recent impetus toward multicultural education came, in part, from the growing awareness of the lack of equal educational opportunities for all children and from the

desegregation of public schools during the 1960's (Youngblood, 1979). Currently multicultural education is a growing concern for educators.

Many years ago immigrant children were "Americanized" and taught English in the free public schools. A good dose of patriotism and social values were administered along with reading, writing, and arithmetic. For how else were all those new citizens going to learn what it means to be an American? Here children of different nationalities, different economic and culural backgrounds made the classroom a mirror of changing population (Smithsonian Institution, 1985).

However, today's immigrants are permanently changing the face of America. They are altering the nation's racial makeup, its cities, its tastes, the entire perception of itself, and its way of life (Time, 1985).

The educational system is greatly affected by this rising phenomenon. It is difficult to teach according to traditional American values and mores. A more positive and accepting approach to the wide variance of cultures is needed.

Parents are concerned also. They want their children to learn English and the American ways of life, but they want their family cultural heritage and their primary language preserved. At age three, children are still very young. Parents have tried their best to teach youngsters

at home, but there are many things about American culture that parents do not know. Children need to learn about American culture in a way that makes them still respect their own parents and their own culture (Governor's Advisory Committee, 1982).

The educational strategies used in schools to educate the poor children, particularly Black students, are generally ineffective. Alteration or change in teaching strategies must occur so that these children can become literate and successful members of society (Adler, 1984).

Educators can change their understanding and attitudes. The more teachers know about the children they teach, the more they can help (Ashworth and Wakefield, 1982). Teachers' own racial attitudes are a crucial ingredient in determining the success of multicultural education. Research has shown that there is a strong positive relationship between a child's perception of the teacher's feelings about her or him and the child's perception of her or his own value (Kendal, 1983; and Davidson and Lang, 1960).

The Puerto Rican preschooler is often a non-English speaker or a limited English speaker (Ibanez de Friedman, 1976). According to L. Kelly (1974), a teacher who rejects a person's language rejects the person.

For most children, parents are the primary language teachers in the early years (Honig, 1982).

Interpreting the curriculum to parents is one of the teacher's most important responsibilities. Parents may be concerned with the multicultural approach, and teachers must be aware of this fact. Racial attitudes are so complex and so deeply imbedded in people's psychological makeup that a great variety of responses from parents is possible (Kendal, 1983).

The majority of children entering Von Humboldt Child Parent Center are from single parent homes, where the mother is very young, unmarried, and unemployed. The only financial means of support is Public Aid. Most of the mothers did not finish hign school and often times were pregnant in their teen-age years.

Both the Hispanic and the Black parent are often limited in the accepted language spoken in their child's learning environment. This factor may cause the parent to feel uncomfortable in the home-school relationship. Mistrust, fear, and lack of understanding cause parents to shy away from an active role in their child's daily educational activities. Therefore, parents and educators alike need time to work together to hear, absorb, and assimilate information concerning children for true understanding and practice (MacDonald, 1984).

D. REVIEW OF THE LITERATURE

When a child arrives at school at the age of four or

five, he or she has family experiences, and is a member of one or several cultural and social groups as well as part of a culture of play involving other children (Kohl, 1982).

In today's society, there is a need to realize that the internal wealth and resources a young child brings to school can be expanded on and incorporated into the learning environment.

Effective communication skills are important elements for performing well in school and later life, and language research is currently being conducted on a broad front (Appleton, Clifton, and Goldberg, 1975; L. Bloom, 1975; and Glucksberg, Krauss, and Higgens, 1975).

According to an NAEYC report, (1983) "A good early childhood program can benefit your child, your family, and your community." When children have developed the ability to survive and thrive within the context of their own culture-as well as that of the border society, a genuine appreciation for the variety of cultures that comprise America is the next step (Rashid, 1984).

Trust, security, and freedom to communicate build children's self concept and nurture their sense of mastery over the environment. Use of the native language in the preschool setting also circumvents the toll shame and frustration can take on the self-concept of the child who cannot speak English (California Governor's Advisory

Committee, 1982).

Frances E. Kendal (1983), in her book Diversity in the Classroom, stated that one of the goals of any preschool curriculum is to help the young child move from her or his sheltered family unit into a much more complex environment. Taba (1962) feels that the curriculum should develop the knowledge and perspective which is commensurate with the kind of world in which we live, a world that... is composed of an unlimited variety of outlooks, backgrounds, and standards of living.

Hakim M. Rasid (1984) stated in an article entitled Promoting Biculturalism in Young African-American Children that the preschool experience becomes a system for both supporting and promoting the child's own culture while at the same time introducing her or him to the cultural requirements of formal education.

Current and conventional teaching strategies are inadequate for poor children who simply are not learning appropriate education skills. There is a need for a new approach— a new teaching strategy to obviate these educational problems (Adler, 1984).

In the State of California's 1982 Governor's Advisory Committee on Biculturalism and Bilingualism, Uvaldo Palomares testified that the best way to teach is to teach from the youngster's own base of experiences: from the building blocks of words and events and objects familar to the

child... English-speaking youngsters are educated exactly the same way.

Many speakers testifying at this hearing believed that investment in early childhood bilingual/multicultural education programs can also help to reduce racial prejudices, biases, and stereotypes. Teaching children at an early age to respect and value diversity of languages and culture is, according to some advocates, a step toward mutual understanding, tolerance, and acceptance of the unfamilar and different.

Culture reflects human tradition, different lifestyles, and patterned ways of thinking and behaving. Culture is not innate but is transmitted from adults to children, and from children to children. All children bring to school the culture of their home environment, and all take home with them the culture of the school. For most middle-class English-speaking children, the home and school culture are very similar; for non-English-speaking children or for children from a different socio-economic class, the difference between the two cultures can be great. Teachers who understand the differences among the various cultures can often help to ease the trauma of adjustment that many children must go through (Ashworth and Wakefield, 1982).

Multicultural education can be incorporated effectively into every aspect of the early childhood program according to Peggy G. Ramsey (1982). She also states that while

multicultural education may seem to be most immediately relevant to classes with minority children, it is even more important that all children in this country understand the culturally pluralistic nature or our society.

This review of literature showed the writer that there is a definite need for teachers, parents, and children to work together in understanding the importance of individual differences in others of diverse cultural backgrounds. By incorporating a multicultural approach to the preschool curriculum while teaching language to preschoolers of diverse backgrounds, the children will hopefully acquire an understanding that one may be different and special all at the same time.

CHAPTER III

OUTCOMES AND EVALUATION INSTRUMENTS

A. STATEMENT OF GOALS

The goals of this practicum were to enhance an appreciation of the natural and inherent cultural resources that predominantly Spanish-speaking and Black preschoolers bring with them to the classroom. In addition to the appreciation, the writer's main concern was to improve the children's language and auditory skills through specific activities presented through Parent-Child Interaction Workshops in the school environment and non-school environment. These activities were supplemented in the home.

It was also hoped that the Parent-Child-School relationship would improve by the attainment of these goals due to the information disseminated regarding the parent's understanding of the child's development of cognitive, language, and maturational areas.

B. TERMINAL/BEHAVIORAL EXPECTATION

The writer proposed to achieve her goals through the implementation of a series of ten Parent-Child Interaction Workshops based on language and auditory skill development with a multicultural approach. These workshops involved

teachers, parents, and preschool children. It was expected that:

1. One hundred percent of the teachers, as a result of participating in the workshops, would acquire a more positive attitude in teaching language and auditory skills to preschool children of diverse cultural backgrounds by scoring eighty percent on the post test.

2. Eighty percent of the parents, as a result of participating in the workshops, would learn new methods for working with their preschool children and show an improved score or more questions in the understanding of the importance of teaching supportive home readiness skills.

3. Eighty percent of the preschool children, as a result of participating in the workshops, would acquire age appropriate language and auditory skills by scoring eighty percent on the post test. One hundred percent of the preschool children would show an improved score on five or more questions on the post test as compared to the pretest.

4. Eighty percent of the preschool children, as a result of participating in the workshops, will show a more positive understanding by scoring an eighty percent on the questionnaire. The preschool children would be given a pre and post test questionnaire to measure positive growth in the understanding of values of diversity, cultural difference, and ethnic pluralism, regardless of the cultural composition of their classroom. It was also hoped that the preschool children would

become aware that one may be different and special all at the same time.

C. EVALUATION PROCESS

Data used to assess these increases was to be obtained from several instruments used as pre and post tests. They were written in both Spanish and English depending on the participant's language fluency.

The first questionnaire (Appendix B) was for the teaching staff who were working with the three and four year old children. It consisted of ten questions measuring the teacher's approach to incorporating language and multicultural education in her educational program.

Parents, who had agreed to participate in the workshops, were to be asked to fill out a survey questionnaire (Appendix F) giving information of the composition of the selected group's ethnic background and home language. See Table 1.

The parents were also to be given a pre and post test (Appendix G) created by the writer to compare the knowledge the parents had about teaching supportive readiness home skills when the program began, with what was hopefully acquired when the program ended.

Two instruments were designed to measure the change in the preschool children's understanding of both developmental skills and cultural diversity from the initial entry in the program and at the conclusion of the program.

TABLE 1

PARENT QUESTIONNAIRE CONCERNING

FAMILY BACKGROUND
(APPENDIX F)

Question	#	%	#	%
1. Heritage	19 Black	43%	25 Hispanic	57%
2. Language	19 English	43%	25 Spanish	57%

	YES		NO		UNSURE	
	#	%	#	%	#	%
3. Difficulty in speaking native language	10	23%	31	70%	3	7%
4. Other language	27	61%	17	39%	0	0%
5. Language preference	39	89%	5	11%	0	0%
6. Bilingual preference	34	77%	7	16%	3	7%
7. Maintain cultural heritage	39	89%	0	0%	5	11%
8. Exposure to other cultures	26	59%	2	5%	16	36%
9. Commitment to bicultural society	17	39%	23	52%	4	9%
10. Expectations for child	17	39%	20	45%	7	16%
11. Free Time	Playing	4	9%	Helping	0	0%
	TV	2	5%	All	38	86%
12. Respect	36	82%	1	2%	7	16%
13. Parent volunteers	19	43%	6	14%	19	43%

Total number of parents responding to questionnaire—44

*See pages 84-87 (Appendix F) for specific questions.

The first questionnaire (Appendix H) was divided into two parts. The first part of the questionnaire for the preschool children was designed to be answered by the teacher to identify which language was spoken in the home of each child and between members of his or her family. The information for all the children's measures was to be obtained by asking the questions orally. The second part of the questionnaire was designed to measure the children's understanding of diversity, cultural difference, and ethnic pluralism.

The second questionnaire (Appendix I) for the preschool children was to be given as a pre and post test to compare the proficiency of age appropriate language and auditory skills the children had when the program began, with what was hopefully learned when the program ended.

At the end of each workshop, parents were to complete an evaluation instrument (Appendix J) created by the writer. A numerical scale of one to four with an unsure response was established. One indicated not much value and four indicated of much value. This was considered an appropriate span from which the parents could select. The data obtained from this instrument would provide the writer with a collective amount per item. It was decided that any item which received a three or better would be an indication of success. However, any item which received a collective one or two would be considered unsuccessful and perhaps indicate an area which would need further development.

CHAPTER IV

SOLUTION STRATEGY

A. DISCUSSION OF SOLUTIONS

Minority children who feel positive about their own ethnicity should feel better about themselves as individuals, and therefore, should perform better in school (Rashid, 1984).

The importance of positive school-home communication is an essential component in the successful parent program (Domain, 1985). Frances E. Kendal (1983) states that working with parents of the children in a class is an integral part of the teacher's job. This task has many aspects, one of which is interpreting the curriculum to parents. Because multicultural education brings adults' minds to the sensitive and emotion-laden topic of race, it is important that teachers communicate the goals and the purposes of this approach directly with parents.

The parent as a resource may be asked to devote time and/or expertise on a particular subject for the benefit of the parent's self-esteem as well as the education of the students. A parent may also be asked for opinions regarding the governance of the school and the creation of its policy (MacDonald, 1984).

Early childhood programs, such as Headstart have incorporated parent participation within their guidelines. This parent participation requirement is not always met.

Television appears to be another interesting method for the education of adults, especially those with young children, who cannot leave home to attend classes. Through the use of the media, parents can learn how they can affect the development and learning of their children and learn, themselves, how to be effective in doing so (MacDonald, 1984).

Guidelines must be implemented for successful workshops with parents. The use of an initial questionnaire to be answered by parents to make their feelings and expectations known was found to be beneficial (Indrisano, 1978). Also incorporated within these workshops according to Indrisano, should be pertinent topics of interest to parents with preschool children such as a handbook with specific skills and learning games, and discussion of parental successes or perhaps confusions.

There are many aspects of culture worth investigating. Numerous useful books have been published on the topic, but a few hours spent in frank talk with a member of the ethnic group under consideration will usually provide extensive and valuable information (Ashworth and Wakefield, 1982).

Before children come to school, they acquire many concepts that grow out of their personal experiences. In

the classroom, they learn new and perhaps different concepts that are consciously and deliberately taught by the teacher and arise out of a combination of language and teacher-directed manipulation of the immediate environment for the children (Kendal, 1983).

Although very young children spend a good portion of their day sleeping, the stimulous of being with people should not be underestimated. Children in large families often learn to talk more quickly simply because there are more people around to talk to them, and to manipulate objects for them, and to show interest in them (Ashworth and Wakefield, 1982).

Inorder to increase the potential for positive relationships among groups of people, all children need to expand their realm of awareness and concern beyond their immediate experience. Since education in this country traditionally has been dominated by the Anglo-American culture and language, one important task is to try to balance this lopsided learning by helping children look into and beyond their relatively insulated environments (Ramsey, 1982).

In a culturally diverse classroom, children can experience differences in a concrete way. They can easily observe both visually and auditorically the differences in the other children and themselves. However, they need to understand that these differences occur as reasonable

responses to one's environment (Kendal, 1983).

B. SOLUTION SELECTED

The writer chose a unique approach to increase language and auditory skills to preschool children of diverse cultural backgrounds. Parent-Child Interaction workshops were developed with a multicultural approach that included both the preschoolers and their parents.

This program, hopefully would broaden their sphere of understanding which often times is limited because of singular language and cultural experiences. It also allowed them to become active and positive participants in a non-bilingual setting. Learning how to communicate in a shared language was a major priority. All of this, hopefully, allowed the children to develop to their maximum capabilities.

Workshops were held both in the school environment and the non-school environment with follow-up activities completed in the home setting. The presenters were the teachers and special lecturers from field trip sites. It was hoped that the approach used would help the children develop healthy, positive self-concepts. These strong, positive feelings about themselves should prepare children to be less threatened by change and diversity (Kendal, 1983). Classroom learning environments were also arranged to reflect a multicultural influence to help children of diverse cultural backgrounds grow and learn together.

The writer felt that this approach would be successful because it involved all participants in the learning environment: teachers, parents, and children.

C. REPORT OF ACTION TAKEN

Meeting for Teachers and Teacher Aides, October. The writer led the first meeting. At this inital gathering concerning individual preferences in the teaching of language and auditory skill with a multicultural approach, a questionnaire (Appendix B) was distributed and completed. Teachers and Teacher Aides were instructed not to sign their names so they could answer freely. After the questionnaires were collected, a discussion was held regarding the tentative overview of information that would be disseminated at each of the monthly Parent-Child Interaction Workshops for the coming year. Each teacher received an idea handout (Appendix C) for implementing multicultural activities in the classroom environment. The teachers were also asked for input regarding topics they felt should be included in the Workshops.

Meeting for Parents, October. Parents, who had agreed to participate in the workshops were asked to attend a meeting where information regarding the monthly Parent-Child Interaction Workshops was discussed.

Special emphasis was placed on the importance of teaching language and auditory skills both in school and

the home environment using a multicultural approach.

Parents were given several questionnaires (Appendices F and G) to fill out and return within a two week period. Names of parents were not required on these questionnaires either, hopefully, insuring responses to be given freely.

Testing of Children, October and November. The children were given several measures (Appendices H and I) designed by the writer to indicate the knowledge and values the preschool children had when the program began, with what was, hopefully, learned when the program ended.

The most important rule of the program was that both parent and child had to participate together. A translator was always present to help monolingual Spanish-speaking parents understand at all times. Although there is no statistical data to prove this statement, it is this writer's opinion that the parents gained a better understanding also of language skills and developed a more positive attitude toward participation in the school environment.

Parent-Child Interaction Workshop I, October. The first workshop conducted by the writer for the parents and children concerned itself with the value of teaching rhymes to young children. Various rhymes such as traditional Mother Goose Rhymes, Spanish Rhymes and Riddles, and "Inner-city Street" Rhymes were introduced and demonstrated.

Suggestions were given (Appendix K) to parents that might be used in the home environment to teach cognitive, creative, and critical thinking skills. The development and mixture of language and culture presented in a positive format helped to provide experiences to illustrate a clearer understanding of similarities in children's cultural diversity.

Parent-Child Interaction Workshop II, November. A large percentage of the Center's population is Puerto Rican. November brings Puerto Rican Independence Day and a much recognized parade and festival throughout the City of Chicago.

Parents of Puerto Rican heritage were invited to share information about customs, traditional music, folklore, and dance, native toys and crafts, a variety of foods for tasting, photographs, and mementos.

A film entitled, Miquel: Up from Puerto Rico, distributed by Facets Multimedia, Inc. was shown to demonstrate a young child positively functioning in two separate cultures. The fact that parents helped in presenting the workshop was a beginning in establishing a sense of pride and self-worth in participating in the school environment.

Parent-Child Interaction Workshop III, December. Parents were invited to attend a workshop where they would participate with their children in celebrating the customs of Christmas around the world at the Museum of Science and Industry. A speaker, provided

by the museum, discussed the international concept of Christmas. The museum had an exhibit that displayed traditional crafts and artifacts that emphasized commonalities celebrated around the world. The international feelings shared by all were ones of joy, peace, and love.

"Make and Take" experiences were provided for parents and children to interact and work together in a positive interaction (Appendix M).

Parent-Child Interaction Workshop IV, January. During January, the workshop was a visit to Chinatown to expose parents and children to a culture very different from their own. Often, the Center's Hispanic mothers have not been given the opportunity to leave the "barrio" (community) because of strict domestic rules. Participating in school functions allows them a freedom that might not occur on an individual basis.

January through early February is Chinese New Year. The festivities provided both the parents and the children with an exciting introduction in the understanding of another culture's celebration of a holiday (Appendix N).

Parent-Child Interaction Workshop V, February. A non-school environment was chosen for February's workshop also. The Museum of Science and Industry was selected because of the special exhibit designed to celebrate Black History Month. The Museum provided a guided tour and a lecturer. A puppet show for children introducing famous Black

Americans and their contributions to society helped the children understand the importance of what they had seen.

Parent-Child Interaction Workshop VI, March. This workshop was conducted by the writer in the school environment. It discussed the importance of the development of language through oral and written storytelling. A book-making experience was designed for the Parent-Child activity. The books could be written in Spanish or English.

Several movies (Appendix L) from Facets Multimedia, Inc. were used for creative motivation. After watching the movies, the children were encouraged to dictate stories while the parents wrote them down. The children had the option to illustrate the books with original drawings or pictures from magazines. (Appendix P.).

Parent-Child Interaction Workshop VII, April . The writer conducted a workshop based solely on the teaching of readiness skills in the home environment. With the help of the workshop, parents learned to help their young children with the acquisition of language and auditiory skills that would positively affect and promote cognitive development (Appendix Q).

Parent-Child Intoraction Workshop VIII, May. The fifth of May or Cinco de Mayo is a national holiday in Mexico. It is celebrated because Mexico gained its independence from France many years ago.

Parents helped to present this workshop by

demonstrating the fine art of making a Piñata (Appendix R). The Piñata is a favorite among young Hispanic children. Piñatas are filled with candy and coins. They are present at celebrations and holiday festivities. The Piñata is hung; a child is blindfolded, and with the help of a long stick attempts to break it open.

Parents and children were given materials to make their own interpretations of what they felt a Piñata should be.

Parent-Child Interaction Workshop IX, June. During June, the workshop consisted of a visit to a Chicago Public Library where the guest speaker, a librarian, helped parents understand the value of selecting multicultural literature for young children (Appendix S).

Another important dimension of this workshop was to share with the parents and children the importance of the community library.

Parent-Child Interaction Workshop X, July. The final workshop was held at the Kohl's Learning Center in Wilmette, Illinois. The visit consisted of "A Trip Through Jerusalem" and a museum showing the Jewish culture. The Center provided a lecturer, who told about the similarities and differences between children of the Middle East and the children. "Hands-on" experiences provided a clearer illustration for the young preschool children (Apprendix T).

Program Wrap-Up, July and August. Both Parents

and children were evaluated to ascertain the gains, hopefully, accomplished because of the information disseminated at the Parent-Child Interaction workshops. Results and comparisions are illustrated in the following chapter.

D. CALENDAR PLAN OF IMPLEMENTATION

1985	
Summer	compiled research
August	submitted outline
	typed and submitted proposal
September	feedback from advisor
	resubmit proposal
	feedback from advisor
October	resubmit proposal
	feedback and permission to implement
	implement proposal
	introductory meeting for teachers
	introductory meeting for parents
	survey parents
	pretest children
	parent-child interaction workshop
November	parent-child interaction workshop

December	parent-child interaction workshop
January	parent-child interaction workshop
February	parent-child interaction workshop
March	parent-child interaction workshop
	citywide teacher inservice
April	parent-child interaction workshop
May	parent-child interaction workshop
June	parent-child interaction workshop
July	parent-child interaction workshop
	survey teachers
	program wrap-up
	survey parents
	test children
August	evaluate data
	type and submit report
	feedback from advisor
September	submit report
	feedback from advisor
October	distribute abstracts to cluster members

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

A. RESULTS

The goals of this practicum were to enhance an appreciation of the natural and inherent cultural resources that predominently Spanish-speaking and Black preschoolers bring with them to the classroom. In addition to the appreciation the writer's main concern was to improve the children's language and auditory skills through specific activities presented through Parent-Child Interaction workshops in the school environment and non-school environment. These activities were supplemented in the home.

It was also hoped that the Parent-Child-School relationship would improve by the attainment of these goals due to the information disseminated regarding the parent's understanding of the child's development of cognitive, language, and maturational areas.

To ensure that the goals were met, the writer developed workshops where the parent and the child participated together in specific activities which would enhance the learning of language and auditory skills with a multicultural approach. Four objectives were established to accomplish the practicum's goals:

Objective 1. Teachers, as a result of participating in the Parent-Child Interaction Workshops, would acquire a more positive attitude in teaching language and auditory skills to preschool children of diverse cultural backgrounds by scoring eighty percent on the post test.

This objective was met with the teachers' achieving the eighty percentile rank on eight out of ten questions. Question Two, concerning modifying the language program to meet special needs of all children and Question Seven, concerning the involvement of parents in cultural activities during children's learning experiences achieved a sixty-six percentile rank. Even with these two questions falling below the expected outcome, a significant gain was made from the pretest results. See Table 2.

Objective 2. Eighty percent of the parents, as a result of participating in the workshops, would learn new methods for working with their preschool children and show an improved score on five or more questions in the understanding of the importance of teaching supportive home readiness skills.

This objective was met in all but two questions. Parents gained a new understanding of the role of school and home working together. To the writer's surprise the two questions which eighty percent of the parents did not rate an improved score dealt with the teaching of the child's home address and the child's home telephone

Table 2

Comparison of the Pretest and Post Test of the Teaching Staff Questionnaire on Language Acquistion

	Pretest						Post Test					
Question	Yes		No		Sometimes		Yes		No		Sometimes	
	#	%	#	%	#	%	#	%	#	%	#	%
1.	5	83%			1	17%	6	100%				
2.	2	33%	3	50%	1	17%	4	66%			2	33%
3.	2	33%	2	33%	2	33%	5	83%			1	17%
4.	3	50%			3	50%	5	83%			1	17%
5.			2	33%	4	66%	5	83%			1	17%
6.	1	17%	1	17%	4	66%	6	100%				
7.			1	17%	5	83%	4	66%			2	33%
8.	3	50%			3	50%	5	83%			1	17%
9.	6	100%					6	100%				
10.	6	100%					6	100%				

Total number of teaching staff responding to questionnaire—6

*See page 73 (Appendix B) for specific questions.

Table 3

Comparison of Parent Questionnaire on the Importance of Teaching Supportive Readiness Home Skills Before and After Practicum

	Pretest				Post Test			
	Home		School		Home		School	
Question	#	%	#	%	#	%	#	%
1.	16	36%	28	64%	31	79%	8	21%
2.	16	36%	28	64%	28	72%	11	28%
3.	13	29½%	31	70½%	25	64%	14	36%
4.	29	66%	15	34%	33	85%	6	15%
5.	29	66%	15	34%	32	82%	7	18%
6.	29 29	48% 48%	23 23	52% 52%	26 26	67% 67%	13 13	33% 33%
7.	23	52%	21	48%	31	79%	8	21%
8.	11	30%	31	70%	26	67%	13	33%
9.	15	34%	29	66%	28	72%	11	28%
10.	18	41%	26	59%	29	74%	10	26%
11.	14	32%	30	68%	31	79%	8	21%
12.	17	39%	27	61%	25	64%	14	36%
	Total number of parents responding— 44				Total number of parents responding— 39			

*See pages 89-92 (Appendix G) for specific questions.

number. Parents felt it was the responsibility of the school to instruct the children in these areas. See Table 3.

Objective 3. Eighty percent of the preschool children as a result of participating in the workshops, would acquire age appropriate language and auditory skills by scoring eighty percent on the post test. One hundred percent of the preschool children would show an improved score on five or more questions on the post test as compared to the pretest.

This objective showed significant gains as viewed in Table 4. See Table 4. In comparing the pretest and the post test, the preschool childrens' scores did improve on five or more questions in all areas.

The amount of preschool children who did show a one hundred percent improvement on five or more questions totalled thirty-seven or ninety-five percent.

For a child to show the eighty percent improvement, he/she would have had to achieve twelve out of fifteen questions correct. Of the thirty-nine preschool children assessed twenty-three or fifty-nine percent did achieve the eighty percentile or better.

The measure was administered in English for both the pretest and the post test, which perhaps was the reason that some of the children were unable to achieve the eighty percentile rank.

Table 4

Comparison of the Preschool Children's Scores on the Readiness Test Before and After Practicum

	Pretest		Post Test	
Child	Yes		Yes	
	#	%	#	%
A	6	40%	13	87%
B	3	20%	15	100%
C	0	0%	6	40%
D	8	53%	13	87%
E	5	33.3%	15	100%
F	0	0%	6	40%
G	4	27%	11	73%
H	3	20%	7	47%
I	5	33.3%	11	73%
J	0	0%	withdrawn from program	
K	7	47%	15	100%
L	3	20%	I3	87%
M	0	0%	6	40%
N	5	33.3%	12	80%
O	2	13%	9	60%
P	12	80%	15	100%
Q	0	0%	6	40%
R	0	0%	8	53%
S	6	40%	withdrawn from program	
T	0	0%	10	67%
U	0	0%	13	87%

Table 4
(Continued)

	Pretest		Post Test	
Child	Yes		Yes	
	#	%	#	%
V	0	0%	15	100%
W	9	60%	15	100%
X	5	33.3%	13	87%
Y	7	47%	15	100%
Z	0	0%	15	100%
AA	4	27%	11	73%
BB	3	20%	9	60%
CC	11	73%	15	100%
DD	7	47%	15	100%
EE	9	60%	withdrawn from program	
FF	0	0%	7	47%
GG	3	20%	13	87%
HH	4	27%	14	93%
II	0	0%	withdrawn from program	
JJ	4	27%	13	87%
KK	0	0%	7	47%
LL	0	0%	9	60%
MM	5	33.3%	13	87%
NN	9	60%	withdrawn from program	
OO	4	27%	12	80%
PP	6	40%	15	100%

Table 4
(Continued)

	Pretest		Post Test	
Child	Yes		Yes	
	#	%	#	%
QQ	2	13%	9	60%
RR	4	27%	15	100%
Total number of children responding — 44			Total number of children responding — 39	

*See pages 94-95 (Appendix H) for specific questions.

Objective 4. Eighty percent of the preschool children, as a result of participating in the workshops, will show a more positive understanding by scoring an 80% on the questionnaire. The preschool children would be given a pre and post test questionnaire to measure positive growth in the understanding of values of diversity, cultural difference, and ethnic pluralism, regardless of the cultural composition of their classroom.

The fourth objective concerning positive growth in the understanding of values of diversity, cultural difference, and ethnic pluralism was successful. See Table 5. Based on the results of the pre and post test questionnaire all the children did achieve an 80% or better.

This measure had more validity because it was administered to the preschool children in Spanish or English depending on the child's fluency.

The exceptional high gains on this test as exhibited in nine out of fourteen questions achieving a score of 92% or higher would demonstrate this growth. In four areas, of the measure, 100% of the preschool children were in complete agreement.

It is assumed that the positive exposure to many similarities in diverse cultures was a contributing factor in attaining this objective. The children were able to learn that one may be different, yet also exhibit a specialness.

Table 5

Comparison of the Pretest and Post Test
of the Value Survey for Preschool Children

	Pretest						Post Test					
Question	Yes		No		Unsure		Yes		No		Unsure	
	#	%	#	%	#	%	#	%	#	%	#	%
A. English	19	43%					English	15	38%			
Spanish	25	57%					Spanish	24	62%			
B. English	19	43%					English	15	38%			
Spanish	25	57%					Spanish	24	62%			
1.	38	86%	2	5%	4	9%	36	92%	2	5%	1	3%
2.	37	84%	3	7%	4	9%	37	95%	2	5%	0	0
3.	36	82%	8	18%	0	0	38	97%	1	3%	0	0
4.	41	93%	8	18%	0	0	36	92%	3	8%	0	0
5.	6	14%	13	29%	25	57%	31	79½%	8	21½%	0	0
6.	39	89%	5	11%	0	0	39	100%	0	0	0	0
7.	37	84%	7	16%			39	100%	0	0	0	0
8.	29	66%	11	25%	4	9%	33	85%	6	15%	0	0
9.	41	93%	2	5%	1	2%	39	100%	0	0	0	0
10.	18	41%	7	16%	19	43%	34	87%	0	0	5	13%

Table 5
(Continued)

Question	Pretest Yes #	Yes %	No #	No %	Unsure #	Unsure %	Post Test Yes #	Yes %	No #	No %	Unsure #	Unsure %
11.	39	89%	3	7%	2	5%	39	100%	0	0	0	0
12.	28	64%	16	36%	0	0	31	79½%	8	21½%	0	0
13.	37	84%	7	16%	0	0	36	92%	3	8%	0	0
14.	9	21%	12	27%	23	52%	31	79½%	3	8%	5	13%
Total number of children reponding—44							Total number of children reponding—39					

*See pages 97-98 (Appendix I) for specific statistical data.

To gather data on participant impressions, a questionnaire was given at the end of each of the ten Parent-Child Interaction Workshops. Participants completed the questionnaire at the end of each workshop. A numerical scale of one to four with an unsure response was established. One indicated poor or not much value and four indicated excellent or of much value. This was considered an appropriate span from which the participants could select.

The data obtained from this instrument provided the writer with a collective amount per item. It was decided that any item which received a three or better would be an indication of success. However, any item which received a collective one or two would be considered unsuccessful and perhaps indicated an area which would need further development.

The workshop questionnaire consisted of four questions:

1. The topic chosen was
2. The kind of information shared was
3. The way the speaker presented the information was

and

4. Overall, the workshop was

As stated previously, these questions were rated on a four point scale from a low of poor to a high of

excellent with an unsure rating also.

The results specific to each workshop immediately follow.

Parent-Child Interaction Workshop I, October,

TABLE 6

VALUE OF TEACHING RHYMES TO YOUNG CHILDREN

Question	Poor 1		Fair 2		Unsure		Good 3		Excellent 4	
	#	%	#	%	#	%	#	%	#	%
Topic	0	0	0	0	0	0	4	9%	39	91%
Information	0	0	0	0	0	0	7	16%	36	84%
Speaker	0	0	0	0	0	0	10	23%	33	77%
Overall workshop	0	0	0	0	0	0	6	14%	37	86%

A total of 43 parents and their children participated. The workshop focused on the value of teaching rhymes to their young children to develop language. Rhymes from the traditional Mother Goose variety, "Inner-city Street" and Spanish rhymes were introduced and developed.

All of the participants found that the workshop was from good to excellent with an overall rating of 86%.

Parent-Child Interaction Workshop II, November.

TABLE 7

PUERTO RICAN INDEPENDENCE CELEBRATION

Question	Poor 1		Fair 2		Unsure		Good 3		Excellent 4	
	#	%	#	%	#	%	#	%	#	%
Topic	0	0	8	22%	0	0	13	35%	16	43%
Information	0	0	7	19%	0	0	11	30%	19	51%
Speaker	0	0	2	5%	0	0	14	38%	21	57%
Overall workshop	0	0	5	14%	0	0	9	24%	23	69%

A total of 37 parents and their children participated. Parents of Puerto Rican heritage were the presenters in this workshop. Traditional music, customs, crafts, and foods were introduced.

The workshop was rated from fair to excellent with an overall rating of 69%.

Parent-Child Interaction Workshop III, December.

TABLE 8

CHRISTMAS CUSTOMS AROUND THE WORLD

Question	Poor 1		Fair 2		Unsure		Good 3		Excellent 4	
	#	%	#	%	#	%	#	%	#	%
Topic	0	0	0	0	0	0	8	21%	31	79%
Information	0	0	2	5%	0	0	5	13%	32	82%
Speaker	0	0	0	0	0	0	6	15%	33	85%
Overall workshop	0	0	0	0	0	0	7	18%	32	82%

A total of 39 parents and their children participated. The celebration of Christmas around the world was the subject. The speaker, at the Museum of Science and Industry was exceptionally dynamic and received an excellent rating.

All of the participants found that the workshop was from fair to excellent with an overall rating of of 82%.

Parent-Child Interaction Workshop IV, January.

TABLE 9

CHINESE NEW YEAR

Question	Poor 1		Fair 2		Unsure		Good 3		Excellent 4	
	#	%	#	%	#	%	#	%	#	%
Topic	0	0	1	3%	0	0	5	14%	29	83%
Information	0	0	4	11%	0	0	7	20%	24	69%
Speaker	0	0	3	9%	0	0	11	31%	21	60%
Overall workshop	0	0	2	6%	0	0	6	17%	27	77%

A total of 35 parents and their children participated. The workshop was a visit to Chinatown during the celebration of Chinese New Year. The festivities provided both the parents and their children with an exciting introduction in the understanding of another culture's celebration of a holiday.

All of the participants found that the workshop was from fair to excellent with an overall rating of 77%.

Parent-Child Interaction Workshop V, February.

TABLE 10

BLACK HISTORY CELEBRATION

Question	Poor 1		Fair 2		Unsure		Good 3		Excellent 4	
	#	%	#	%	#	%	#	%	#	%
Topic	0	0	2	6%	0	0	6	19%	23	74%
Information	0	0	3	10%	0	0	9	29%	19	61%
Speaker	0	0	2	6%	0	0	5	16%	24	77%
Overall workshop	0	0	2	6%	0	0	5	16%	24	77%

A total of 31 parents and their children participated. The workshop consisted of a visit to the Field Museum, to view the special Black History Exhibit in honor of Black History Month. The museum provided a guided tour and a lecturer. A puppet show for children was also included.

All of the participants found that the workshop was from fair to excellent with an overall rating of 77%.

Parent-Child Interaction Workshop VI, March.

TABLE 11

STORYTELLING

Question	Poor 1		Fair 2		Unsure		Good 3		Excellent 4	
	#	%	#	%	#	%	#	%	#	%
Topic	0	0	0	0	0	0	4	11%	31	86%
Information	0	0	0	0	0	0	8	23%	27	77%
Speaker	0	0	0	0	0	0	6	17%	29	83%
Overall workshop	0	0	0	0	0	0	7	20%	28	80%

A total of 35 parents and their children participated. The workshop focused on the importance of the development of language through oral and written storytelling. A book-making experience was designed for the activity.

All of the participants found that the workshop was from good to excellent with an overall rating of 80%.

Paren-Child Interaction Workshop VII, April.

TABLE 12

READING READINESS

Question	Poor 1		Fair 2		Unsure		Good 3		Excellent 4	
	#	%	#	%	#	%	#	%	#	%
Topic	0	0	1	3%	0	0	6	18%	26	79%
Information	0	0	2	6%	0	0	3	9%	28	85%
Speaker	0	0	3	9%	0	0	5	15%	25	76%
Overall workshop	0	0	2	6%	0	0	4	12%	27	82%

A total of 33 parents and their children participated. The workshop focused on the value of teaching readiness skills in the home environment. Parents learned to help their young children with the acquisition of language and auditory skills that would positively affect and promote cognitive development.

All of the participants found that the workshop was from fair to excellent with an overall rating of 82%.

Parent-Child Interaction Workshop VIII, May.

TABLE 13

CINCO DE MAYO CELEBRATION

Question	Poor 1		Fair 2		Unsure		Good 3		Excellent 4	
	#	%	#	%	#	%	#	%	#	%
Topic	0	0	3	9%	0	0	5	14%	27	77%
Information	0	0	4	11%	0	0	6	17%	25	71%
Speaker	0	0	2	6%	0	0	5	14%	28	80%
Overalll workshop	0	0	2	6%	0	0	5	14%	28	80%

A total of 31 parents and their children participated. Parents helped to present this workshop concerning Mexico's Independence Day with the making of a Piñata. Parents and children joined in by making their own interpretations of what they felt a Piñata should be.

All of the participants found that the workshop was from fair to excellent with an overall rating of 80%.

Parent-Child Interaction Workshop IX, June.

TABLE 14

A TRIP TO THE LIBRARY

Question	Poor 1		Fair 2		Unsure		Good 3		Excellent 4	
	#	%	#	%	#	%	#	%	#	%
Topic	0	0	4	10%	0	0	12	30%	23	60%
Information	0	0	3	8%	0	0	15	38%	21	54%
Speaker	0	0	6	15%	0	0	15	38%	18	46%
Overall workshop	0	0	4	10%	0	0	12	30%	23	60%

A total of 39 parents and their children participated. The workshop consisted of a visit to a Chicago Public Library where the guest speaker, helped the parents understand the value of selecting multicultural literature for young children.

All of the participants found that the workshop was from fair to excellent with an overall rating of 60%.

Parent-Child Interaction Workshop X, July.

TABLE 15

KOHL'S MUSEUM

Question	Poor 1		Fair 2		Unsure		Good 3		Excellent 4	
	#	%	#	%	#	%	#	%	#	%
Topic	0	0	1	3%	0	0	4	12%	29	88%
Information	0	0	4	12%	0	0	4	12%	26	76%
Speaker	0	0	2	6%	0	0	7	21%	24	73%
Overall workshop	0	0	4	12%	0	0	5	14%	24	73%

A total of 33 parents and their children participated. The final workshop was held at Kohl's Learning Center. The Center provided a lecturer, who discussed similarities and differences between children of the Middle East and the children.

All of the participants found that the workshop was from fair to excellent with an overall rating of 73%.

Workshops I, III, VI, and VIII were considered very successful with ratings of eighty percent or above. The highest rated workshop was Workshop I. The topic was Teaching Rhymes to Young Children with a rating of eighty-six percent.

Workshops II and IX were the least successful with ratings of sixty-nine percent and sixty percent, respectively. The content areas of these two workshops included the Puerto Rican Independence Day Workshop and the Trip to the Library to Learn About Multicultural Literature.

Attendance dropped at several of the workshops to a low of thirty-one participants. Parental attitudes were diverse in terms of their roles in their relationships with their young children, perhaps stemming from the cultural diversity of the participants. However, they were very responsive to the activities presented in working with their young children at each workshop.

According to the data from the evaluation instruments, the average rating of the ten workshops was seventy-seven percent. This meant that the workshops' overall ratings were above the seventy-five percentile rank. The writer felt the workshops were effective and beneficial to all who participated. Data results from the workshops denoted that the parents gained a better understanding of helping their young children and perhaps more insight into the understanding that one may be different and special all at the same time.

Finally, the workshops which proved to be the most successful, were the ones held in the school environment.

B. CONCLUSIONS

From the data presented it would be appropriate to conclude that the practicum did meet most of its objectives.

The writer realized the importance of the need for people to become more aware and open enough to be able to change their attitudes. Changes in teacher attitudes were based on the information gathered from the pre and post test questionnaires. A greater understanding was achieved regarding the teaching of language and multicultural education. However, to judge the change in a person's internal biases is often intangible.

Parents, from data gathered before and after the practicum began, gained a new understanding of the role of school and home working together. They were generally responsive to the program giving ratings from fair to excellent to the different workshops of the program.

The success of any project relies on the positive interactions of the participants involved. The writer was impressed with the enthusiasum she encountered when viewing the parents and their preschool children working together during the Interaction Workshops. These workshops indicated the true concern parents had in helping their young children improve their chances of

achieving success in school, no matter what the dominant language was.

The children showed significant gains in the readiness test, but did not as a whole achieve the expected growth. The fact that the readiness test was administered only in English was a detriment. However, the program was not meant to be bilingual. It is this writer's opinion that the language barrier did, indeed, curtail the desired outcome.

Achievement of positive growth in the understanding of values of diversity, cultural difference, and ethnic pluralism was successful. Exposure and the understanding that there are similarities in people no matter what their cultural heritage is, was demonstrated at many of the workshops. Children, if given the opportunity, to meet , work, and play with others that are culturally different often times will see the similarities rather than the differences, we as adults see.

The writer concluded that teachers and parents are always interested and willing to partake in new techniques that will help their young children achieve success. Consideration must always be given to their needs and availability.

Children, however, are the top priority for any educator. It is the differences in their backgrounds and their needs that must always be given the most consideration.

C. REPLICATION OF PROGRAM

As the practicum unfolded the writer became increasingly cognizant of factors which might have an impact on the success or failure of a program such as this. The writer would like to make the following recommendations to anyone wishing to establish a similar program:

1. Determine the needs of your school and faculty.
2. Begin the program in September, at the beginning of the school year, if possible.
3. Believe strongly in your program and its goals.
4. Be enthusiastic.
5. Make participants in the program feel important and comfortable in developing their new skills.
6. Be fully prepared. Know your subject content.
7. Proceed in an organized manner. Keep well documented records.
8. Always be willing to take a few extra moments to clarify if someone seems confused.
9. Arrange for the workshop to be held at a time that is convenient for participants.
10. Believe strongly that people can be special

and different all at the same time.

11. Smile— others will too!

D. DISSEMINATION

The practicum topic and results were discussed at the local school level with the teachers of the three and four year old children. The teachers still indicated a continuing need for more information on intervention strategies and a desire for staff improvement in the integrating of language and multicultural education.

The writer presented the topic of her practicum in March, at the Chicago Board of Education's yearly Child Parent Center's Inservice at DePaul University. It included Administration and Faculty from twenty-five Child Parent Centers. Many of the Centers are beginning to have a wide divergence of cultures enrolled because of the rapidly growing influx of changing population in our city's schools.

Practicum results will be made available to fellow Cluster 14 members in the Ed.D. program for Early Childhood from Nova University. The demographics of this Cluster included three states. The writer will be available to share practicum information with any professional contacts in these areas.

Finally, if the reviewer recommends placement to the Clearinghouse on Early Childhood Education for their consideration for inclusion in the Educational Resources

Information Center (ERIC), the writer would grant permission if accepted and placed in ERIC, this practicum will become available as resource material to students and educators on a national basis.

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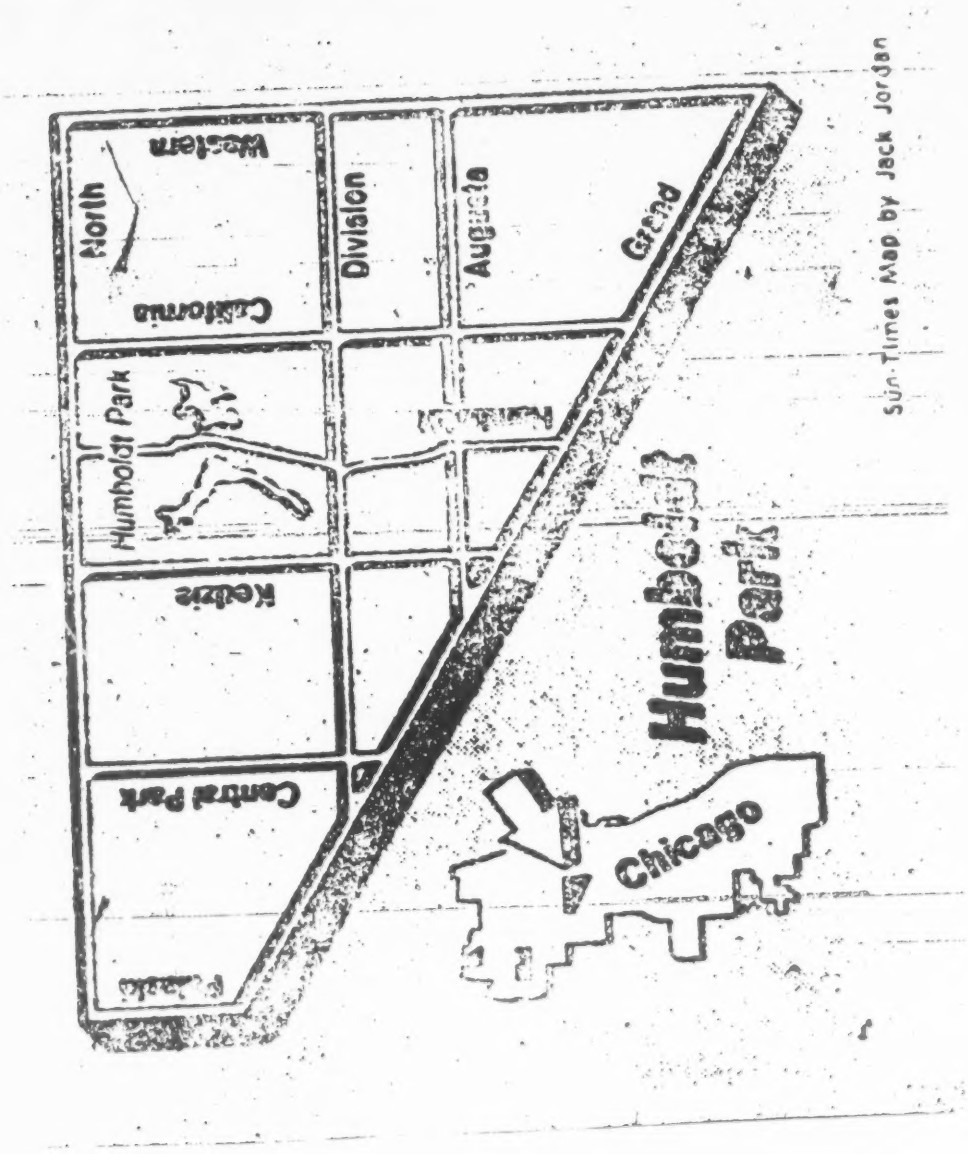
Appendix A

Map

of

Humboldt Park Community



Appendix B

Teaching Staff Questionnaire on Language Acquisition

	Yes	No	Sometimes
1. Do you plan directly for language instruction in your classroom?			
2. Is the language instruction modified to meet the special needs of all children?			
3. Do you incorporate language and listening skills in all aspects of the curriculum?			
4. Do you work individually with children experiencing language difficulties?			
5. Do you incorporate experiences from children's cultural backgroumd in the curriculum?			
6. Do you introduce ethnic stories, songs, or poems in your curriculum?			
7. Do you involve parents in cultural activities during children's learning experiences?			
8. Do you feel somewhat comfortable in teaching cultural diversity?			
9. Are you willing to participate in a curriculum which encourages language experiences?			
10. Are you willing to participate in a curriculum with a multicultural approach?			

*See page 41 for specific statistical data. (Table 2)

Teacher Ideas Handout

We live in a world where there is a wide divergence of human cultures. Even our schools reflect this. This means there is an important need to learn from and about each other.

Understanding about others is natural when we communicate using language to express our similar needs or differences. Language experiences means talking, sharing and listening by children, parents and teachers which offer numerous possibilities for introducing and integrating multicultural content.

Never underestimate the positive effect that home and school working together can have on the way young children see themselves.

Many factors contribute to children's developing a positive self-image as they become aware of the world outside their homes.

Children who arrive at school speaking a language other than English are not linguistically or culturally deprived. They bring with them a knowledge of the customs, traditions and values learned at home; they have linguistic and cultural experiences and they come with some built-in expectations of school (Ashworth and Wakefield, 1982).

In today's society, there is a need to realize that the internal wealth and resources a young child brings to school can be incorporated into the learning environment.

It is this writer's opinion that education should provide many rich and varied experiences for young children. For it is within these experiences that a child's realm of understanding is broadened and developed.

At the preschool level, building a positive self-image and language development are major concerns in early childhood curriculum. Language should be intertwined with every facet of the daily curriculum.

Joanne Hendrick (1986) states language without experience

and experience without language is almost meaningless to children. The more teachers know about the children they teach, the more they can help.

Music, poetry and literature can introduce children to their own cultural heritage; help them begin to understand similarities and differences between their own and others.

Music is an important part of any culture. It can be expressed in song, dance and the use of ethnic instruments. Children hear music everywhere they go. Singing simple songs from different cultures helps children to develop and enhance positive understandings toward other people and also encourages language.

Poetry, nursery rhymes and fingerplays are excellent ways to develop both listening and language skills and also incorporate cultural heritage.

Chants, rhythms and jingles are excellent examples where diversity can be presented to preschoolers in a fun participatory way. Combining language and action helps children learn and enjoy learning.

Reading stories should be both a receptive and expressive language activity. Children's comments and questions should always be a part of the story process and discussion of what may happen next should be included to develop language skills.

Classroom libraries should be enriched with stories about children and their culture and the culture of other children. Positive stories showing children of diverse cultural backgrounds functioning in everyday situations help children to identify with and develop healthy self concepts.

Folklore and fables from other countries teach sound morals, ways of life and cultural tradition. They also offer excellent opportunities to compare and contrast ethnic and cultural groups.

Encourage children to tell stories. Children usually enjoy dictating stories. This can be made an extra special activity by stapling several sheets of paper together and having children tell a story through their own illustrations.

Several different methods of encouragement can be used. Asking children what they would like to share in a story or teacher directed topics and questions can be used.

The following are some ways that multicultural experiences may be added to the curriculum to help children understand diversity and encourage language development.

Encourage the families of your children to share the same traditions and customs in the classroom as they celebrate in their homes. This could include foods, special holidays, and stories. Visitors and field trips should also be included. Check the community for a variety of occupations, both professional and craftsmen. Grandparents make excellent visitors and also help them in feeling a sense of worth and pride.

Take the children places that will show cultural diversity and afterwards, writer stories about them.

Use pictures that include children from all cultural backgrounds. Try and show pictures of children in similar situations to stress universal needs.

Props such as dolls, clothing, and furnishings can be used in appropriate learning centers. Use materials and manipulatives that include objects from different ethnic or cultural groups.

Encourage children to work, play, and communicate together. Use simple folk dances and folk music to celebrate holidays. Introduce ethnic receipes in food experience activites.

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D.D. 10/85

Parent Letter

PARENT LETTER FOR INITIAL MEETING

Dear Parents,

There will be a meeting for parents of three and four year old preschool children to discuss ways to help your children at home.

I need your help and I need your input in developing some workshops that would best benefit me in planning these sessions.

The first meeting will be on_____
_____at_____o'clock.

I thank you for your cooperation.

Most Sincerely yours,
Deborah Domain
Deborah Domain

Estimados Padres,

Habrá una reunión para padres de niños de tres y cuatro años de edad, para disaitir maneras educativas de ayudar a sus hijos en el hogar.

Necesito su ayuda e ideas para desarrollar un programa de seminarios que me beneficiará en planear estas sesiones.

La primera reunión será el día,_____
a las_____en punto.

Les agradezco por su cooperación.

Muy sinceramente,
Deborah Domain
Deborah Domain

Appendix E

PARENT PARTICIPATION CONTRACT

I agree to participate in the preschool educational workshops for three and four year old children.

The purpose of this program is to help parents understand the importance of preschool skills. It will also stress the importance of individual differences and that each child is special and to be appreciated.

Paticipation in the program includes the following:

1. Filling out a parent questionnaire.
2. Attending workshops during the school year.
3. Working with my child at home with special take-home materials provided at no cost to me at the workshops.
4. Filling out a second questionnaire at the end of the program to see if my understanding and awareness changes or remains the same.

_____
Child's Full Name

_____
Parent's Signature

_____
Address

_____
Telephone

CONTRATO DE PARTICIPACION PARA PADRES

Yo estoy de acuerdo de participar en el programa educacional de seminarios pre-escolares para niños de tres y cuarto años.

El peopósito de este programa es de ayudar a los padres comprender la importancia de destrezas pre-escolares. También enfatizará la importancia de diferencias individuales y que cada niño es especial y debe ser apreciado.

Participación en este programa incluye:

1. Slenar un formilario de preguntas.
2. Asister a seminarios durante el año escolar.
3. Trabajer con mi hijo en casa, utiltzando materiales escolares proveidos en los seminarios gratuitamente.
4. Slenar un segundo cuestionario al funalizar el programma para ver si mi impression y sensibilidad ha cambiado o no.

_____
Nombre del niño

_____
Firma del Padre

_____
Dirección

_____
Telephono

Appendix F

PARENT QUESTIONNAIRE

Please circle the appropriate answer to the question.
Do not write your name on the questionnaire.

1. What is your family's heritage?

Hispanic	Asian	Other
Black	American Indian	
White	Eskimo	

2. What language is spoken in your home?

English

Spanish

Other

3. Does your child have any difficulty speaking his/her native language?

Yes

No

Unsure

4. Does your child speak another language other than his/her native language?

Yes

No

Unsure

5. Do you prefer that your child learn English instead of his/her native language in school?

Yes

No

Unsure

6. Do you want your child to be able to function in both languages in school?

Yes

No

Unsure

7. Do you want your child to learn about your family's cultural heritage in school?

Yes

Nc

Unsure

8. Do you want your child exposed to other cultural backgrounds in school?

   Yes

   No

   Unsure

If this question applies to you, please answer.

9. Are you committed to being bilingual or bicultural?

   Yes

   No

   Unsure

10. Or is it solely an expectation for your child?

    Yes

    No

    Unsure

11. How does your child spend his/her time at home?

    Playing

    Watching television

    Helping you in household activities

    All of the above

12. Do you feel your child should learn to respect people from different cultures or backgrounds?

    Yes

    No

    Unsure

13. Parents are welcomed visitors in the Center at all times. Do you volunteer or help in the classroom?

    Yes

    No

    Sometimes

*See page 24 for specific statistical data.
(Table 1)

QUESTIONIARIO de PADRES

Por Favor, haga un circulo alrededor de la respuesta. No escriba su nombre en el questioniario.

1. Cual es el orígen cultural de su familia?

   Hispano Asiático Otro
   Africano Indo-Americano
   Blanco Esqucisual

2. Qué idioma se habla en su hogar?

   Inglés
   Español
   Otro

3. Tiene su niño alguna dificultad en hablar su idioma nativo?

   Sí
   No
   No sé

4. Habla su niño algún otro idioma además de su idioma nativo?

   Sí
   No
   No sé

5. Prefiere usted que su niño aprenda Inglés en la escuela en lugar de su idioma nativo?

   Sí
   No
   No sé

6. Quiere usted que su niño funcione academicamento en la escuela en dos idiomas?

   Sí
   No
   No sé

7. Quiere usted que su niño aprenda acerca de la herencia cultural de su familia?

   Sí
   No
   No sé

8. Quiere usted que su niño sea expuesto a otras culturas en la escuela?

Sí

No

No sé

Si esta pregunta se aplica a su situación, por favor responda.

9. Pretende usted contircuar siendo bilinqüe y bicultural?

Sí

No

No sé

10. or, es esta una expectativa que usted tiene para su niño?

Sí

No

No sé

11. En que manera su niño usa su tiempo en casa?

Jugando

Mirando TV

Ayudandola en tareas hogarenas

Todas esas actividades

12. Cree que su niño debe aprender a resfetar a personas de diferentes culturas?

Sí

No

No sé

13. Padres son visitas bienvenidas en el centro a todo recomento. Da tiempo voluntario o ayuda en la clase?

Sí

No

Algunas veces

Appendix G

Parent Questionnaire on Reading Readiness

PARENT QUESTIONNAIRE

Please read and fill out the questionnaire. The following questions are designed for parents of preschool children to answer as honestly as you can. Remember there are no right or wrong answers. Please put a check in the appropriate column where you feel the activity should primarily take place.

	Home	School
1.	Recognizes colors.	
2.	Recognizes shapes.	
3.	Counting from 1 to 10.	
4.	Learning address.	
5.	Learning phone number.	
6.	Follows one step direction. Follows two step directions.	
7.	Learning nursery rhymes.	
8.	Identifies action in pictures.	
9.	Answers questions about a story.	
10.	Retells a story in own words.	
11.	Answers open-ended questions appropriately.	

	Home	School
12. Describes emotions.		

*See page 42 for specific statistical data.
(Table 3)

QUESTIONIARIO de PADRES

Por favor, lea y llene este questionario. Sas siquientes prequntas deben ser contestadas por los padres de los niños pre-escolares tan honestamente como sea posible.

Recuerde que no hay respuertas correctas e incorrectas. Por favor, coloque una marca en la columna apropriada indicando donde cree que la actividad debe llevarse a cabo para su aprendizaje.

	En el hogar	En la Escuela
1. Reconoce los colores.		
2. Reconoce las formas.		
3. Cuenta del 1 al 10.		
4. Aprende la dirección.		
5. Aprende el numero de teléfono.		
6. Sique de un paso. Sique de dos pasos.		
7. Aprende poemas para ninos.		
8. Identifica acciones en laminas.		
9. Recuenta una historia en sus propias palabras.		
10. Contesta preguntas acerca de la historia.		
11. Contesta preguntas de multiple respuestas apropriadamente.		

	En el hogar	En la Escuela
12. Describe emociones.		

Appendix H

Children's Readiness

Pre and Post Test

CHILDREN'S PRETEST
AND POSTTEST

1. Upon verbal command, can child point to colors when named?

red	yellow	black
blue	orange	white
green	purple	

2. Can child orally name color?

red	yellow	black
blue	orange	white
green	purple	

3. Upon verbal command, can child point to shapes when named?

circle	triangle	star
square	rectangle	heart
oval	cross	

4. Can child orally name shapes?

circle	triangle	star
square	rectangle	heart
oval	cross	

5. Can child orally count to 5? yes no
   to 10? yes no

6. Can child orally tell full name? yes no

7. Can child orally tell address? yes no

8. Can child orally tell phone number? yes no

9. Can child follow simple one step direction? yes no
   simple two step direction? yes no

10. Can child orally repeat simple nursery rhyme? yes no

11. Can child orally identify simple action in a picture? yes no

12. Can child orally describe simple emotions, such as happy or sad? yes no

13. Can child orally answer questions about a simple story? yes no

14. Can child retell a story in his/her own words? yes no

15. Can child orally answer open-ended questions appropriately? yes no

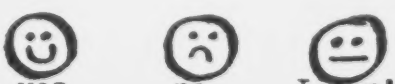
*See pages 44-46 for specific statistical data. (Table 4)

Pretest/ Post Test Value
Survey for Preschool Children

What is the child's dominant language?
A. English
B. Spanish
C. other

What is the dominant language spoken by family members?
A. English
B. Spanish
C. other

1. Do you like school?
2. Do you like your classroom?
3. Do you like the other children at school?
4. Do you like your teacher?
5. Is the blood of a person from China the same color as yours?
6. Do you like to talk to the other children at school?
7. Do you like to talk to the teacher at school?
8. Do you like to do work at school?
9. Do you like to play at school?
10. Is it all right for your family to celebrate a holiday that is not on the regular calendar?
11. Do you like to play with the other children at school?
12. Do you like the food served at school?
13. Do you like the food your mother serves at home better?
14. Does the color of somebody's skin have anything to do with whether they might be a good friend or not?



yes no I don't know

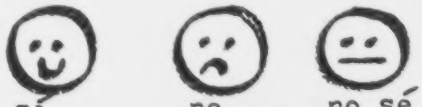
*See pages 48-49 for specific statistical data.
(Table 5)

Pretest/ Post Test Value
Survey for Preschool Children
(Spanish Version)

¿Cual es el idioma dominante del niño?
A. Inglés
B. Español
C. otro

¿Cual es el idioma dominante hablado por miembros de la familia?
A. Inglés
B. Español
C. otro

1. ¿Te gusta ala escuela?
2. ¿Te gusta tu salon?
3. ¿Te gustan los otros niños en la escuela?
4. ¿Te gusta la maestra?
5. ¿Es la sangre de una persona de China del mismo color que la suya?
6. ¿Te gusta hablar con los otros niños en la escuela?
7. ¿Te gusta hablar con la maestra en la escuela?
8. ¿Te gusta hacer tus trabajos en la escuela?
9. ¿Te gusta jugar en la escuela?
10. ¿Es correcto para su familia celbrar una fiesta que no aparezca en el calendario?
11. ¿Te gusta jugar con los ortos niños en la escuela?
12. ¿Te gusta la comida que te sirven en la escuela?
13. ¿Te gusta mejor la comida que tu mamá te sirve en casa?
14. ¿Hace diferencia el color de una persona en difinir sí tal persona puede ser o no ser un buen amigo?



Appendix J

Workshop Evaluation

WORKSHOP EVALUATION QUESTIONNAIRE

I am interested in your opinion about the Parent-Child Interaction workshop. Please answer each of the items by placing a check mark on the line that most nearly describes your answer.

Use the following rating scale:

4= EXCELLENT
3= GOOD
N= Unsure
2= FAIR
1= POOR

		1	2	N	3	4	
1. The topic chosen was	poor	_	_	_	_	_	excellent
2. The kind of information shared with us was	poor	_	_	_	_	_	excellent
3. The way the speaker presented the information was	poor	_	_	_	_	_	excellent
4. Overall, the workshop was	poor	_	_	_	_	_	excellent

QUESTIONIARIO de EVALUACIÓN

Estoy interasada en saber en su opinión acerca del seminario de interacción entre padres y niños. Por favor couteste cada una de estas preguntas colocando una marca (✓) en la línea que mejor describe su respuesta.

Use la siguiente talsla de evaluation:

4= EXCELENTE
3= BUENO
N= No sé
2= JUSTO
1= POBRE

		1	2	N	3	4	
1. El topico escogido	pobre	_	_	_	_	_	excelente
2. La clase de información compartida con nosotros fue	pobre	_	_	_	_	_	excelente
3. La manera que el orador la información fue	pobre	_	_	_	_	_	excelente
4. En general, el seminario fue	pobre	_	_	_	_	_	excelente

APPENDIX K

WORKSHOP I AGENDA AND HANDOUT

PARENT-CHILD INTERACTION WORKSHOP I

AGENDA

Value of Teaching Rhymes to Young Children

A. Greeting

B. Value of

C. Demonstration

D. Handout Distribution

E. Discussion Period

Parent-Child Interaction Workshop I

Rhymes for Children
Rimas para Niños

Dear Parents,

You are your child's first and most important teacher. The time you spend together is priceless. It will have an unmeasurable effect upon his/her beginning stages of learning.

The development of language in preschool is an increasing concern for teachers of young children. The more language a child gains before learning how to read will make him/her a better reader. Children need to practice their language and they also need to learn new vocabulary.

The singing and chanting of Nursery Rhymes has been passed down through the centuries. The old familar rhymes appeal to chilren's senses even before they learn how to read them.

A nursery rhyme can be enjoyed indoors or outdoors, in a car or bus, or perhaps just a shared moment.

The value of nursery rhymes include the following readiness skills:

Language skills

New vocabulary and also words that are within a child's understanding

Learning to rhyme which encourages singing, movement, and chanting

Cognitive and critical thinking skills

Memorization

Mental images that stimulate imagination can be found in every line

Sequencing (What happens next?)

Learning to identify details, positions, numbers, and colors

and much more.

Young children easily absorb an incredible amount of information especially when it is presented positively.

Rimas para Niños

Estos ojitos
tan azulitos
se duermen bien.
¡Te-rén-ten-ten!

These little eyes
As blue as skys
Must sleep again.
Te-ren-ten-ten,
Te-ren-ten-ten!

El coquí, el coqui a mi me encanta
Es tan lindo el canter del coqui,
Por las noches al ir a acostarme,
Me adormece al cantando asi:
¡Coqui! ¡Coqui! ¡Coqui! ¡quí quí quí!
¡Coqui! ¡Coqui! ¡Coqui! ¡quí quí quí!

"Sana, sana"

Sana, sana
colita de rana
si no se sana hoy
¡se sana manana!

Charm for Healing Bumps

Well again, well again,
Frog's tail wag again.
Yes, not well again now
Well again tomorrow!

Juanito se cayó;
la sangre le salió.
¡Ta-chún, ta chún,
ta chún, ta chún!

Johnny bumped his head
And bled and bled;
"Ta-chun, ta-chun,
ta-chun!" he said.

Tortillitas, tortillitas,
tortillitas para papá
tortillitas para mama;
tortillitas de salado
para papa cuando está enojado;
tortillitas de manteca
para mamá, que está contenta.

Little tortillas,
little tortillas,
Little tortillas for papa,
Little tortillas for mama;
Little tortillas made of bran
When papa is a worried man;
Little tortillas, brown and snappy
For mama when she is happy.

Pon, pon,
la manita en el colchón
saca medio pa' jabón.

Chink, chink chime!
In the mattress I hope
You'll find half a dime
To buy us some soap.

Leyendo Los Botones

Nina, bonita, doncella casada
viuda, olvidada, enamorada.

Telling the Buttons

Girl, a pearl, single, won,
Widow, worried, married, nun.

Rimas para Niños

"Tengo una muñeca"

Tengo una muñeca
vestida de azul
con zapatos blancos
y el velo de tul.

La saqué a paseo
y se me enfermó
la tengo en la cama
con mucho dolor.

Esta mananita
me dijo el doctor
que le dé jarabe
con un tenedor.

Nana Caliche
no sale de casa
porque los pollos
le comen la masa.

Nana Caliche
Cannot go
Because the chickens
Will eat her dough.

Duérmete mi niña,
Duérmete mi sol,
Duérmete pedazo
De mi corazón.

Sleep, my child,
Sleep, my sun,
Sleep, little piece
Of my heart.

Soy chiquita, soy bonita.
Soy la perla de mamá.
Si me ensucio el vestido,
Garrotazos me dará.

I am small, I am pretty.
I am my mother's pearl.
If I soil my dress,
She will beat me.

A-E-I-O-U
El burro sabe
mas que tu.

A-E-I-O-U
The burro, too,
Knows more than you.

Adiós, adiós
carita de arroz.
Tú con uno,
y yo con dos.

Say your good-byes,
Little face of rice,
You ate once
And I ate twice.

¡Qué bien te ves!
¡Qué bien te ves!
Pareces chango
comiendo.

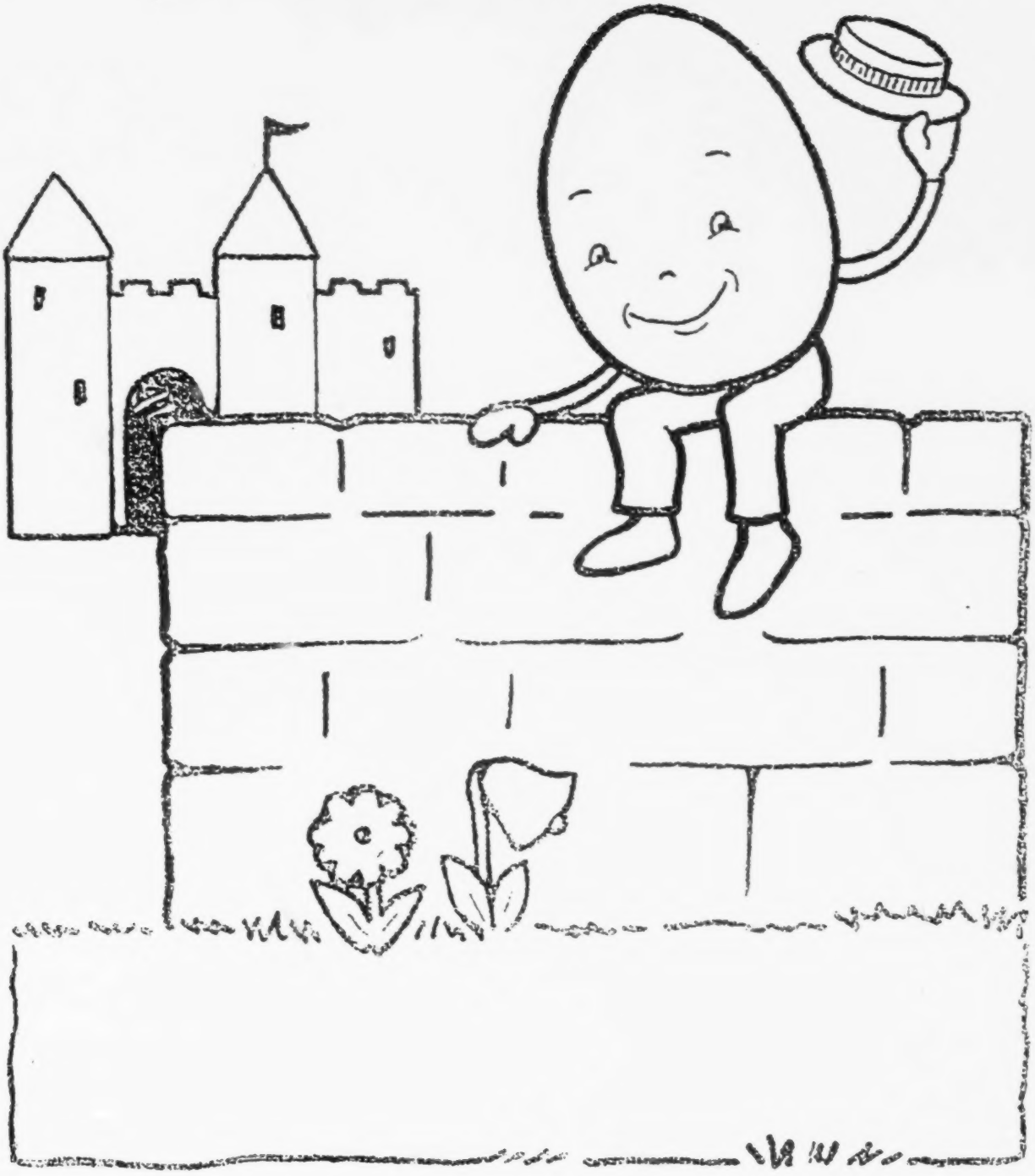
How pretty and neat!
How pretty and neat!
You look like a monkey
With nuts to eat.

Rimas para Niños

Ahí viene Ramón por un callejon, con una gallina. ¡Ta-rón, ta-rón!	Ramón sallies Through the alleys With a chick. Catch him quick!
Allá está el sol comiendo su caracol y echando las cáscaras a su labor.	Watch the sun sail Eating its snail, Throwing the peeling Over the trail.
Allá está la estrella comiendo su brea y echando las cáscaras a su botella.	There is the star Eating its tar, Throwing the scraps Into a jar.
Allá está la luna comiendo su tuna y echando las cáscaras a la laguna.	Come see the moon Eat her cactus prune, Throwing the peelings In the lagoon.

Selections taken from:

Alexander, Frances, Mother Goose on the Rio Grande,
National Textbook Company
Lincolnwood, Illinois
Copyright 1977



HUMPTY DUMPTY

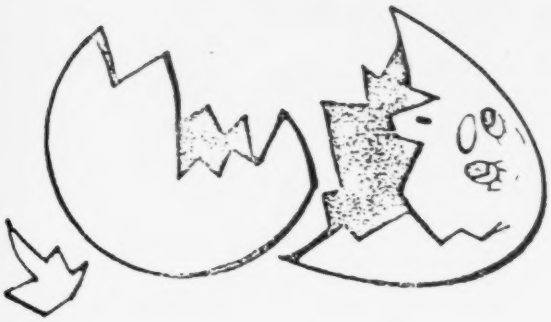
Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall,
All the King's horses and all the King's men
Couldn't put Humpty Dumpty together again.

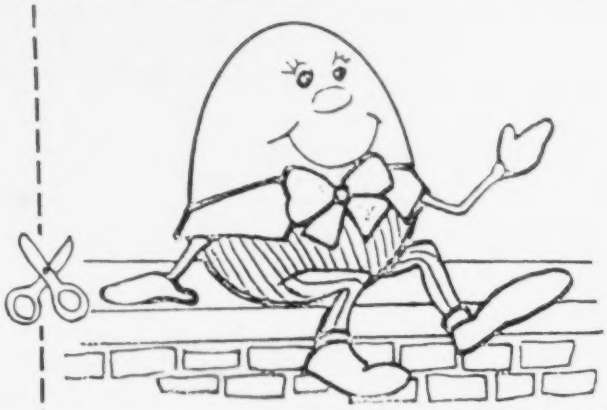
1

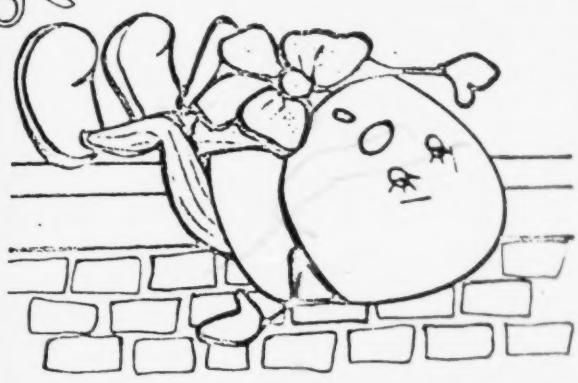
2

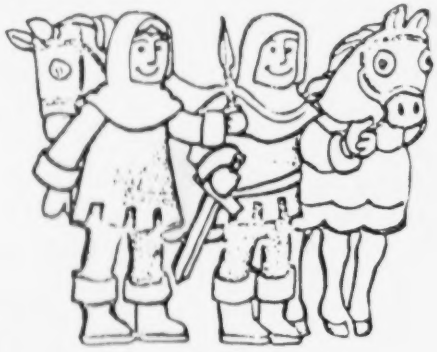
3

4









JACK BE NIMBLE

Jack be nimble,
Jack be quick,
Jack jump over
The candlestick.

1

2

LITTLE MISS MUFFET

Little Miss Muffet
Sat on a tuffet
Eating her curds and whey.

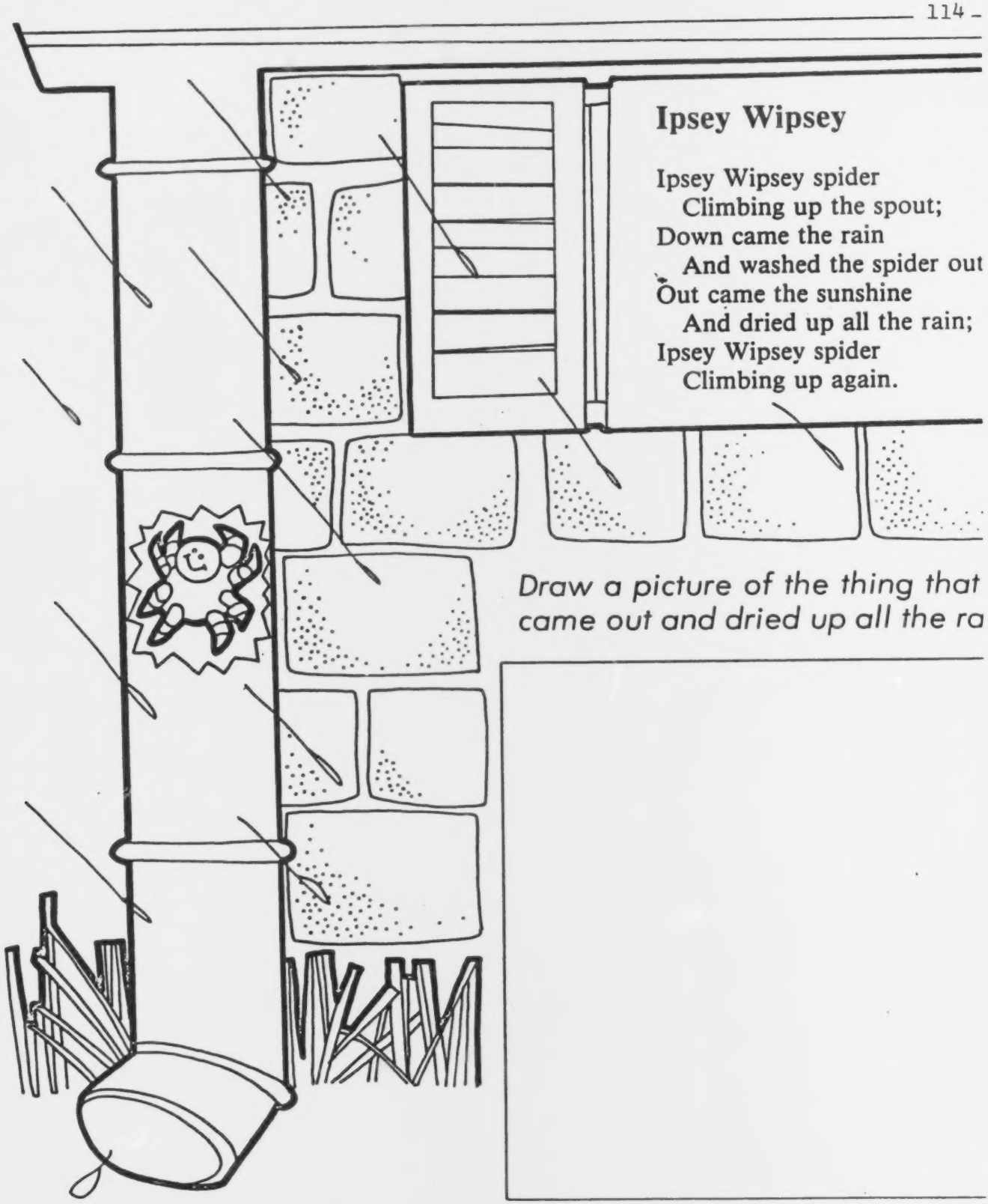
Along came a spider
And sat down beside her,
And frightened Miss Muffet away.

1

2

3

Read the verse about a little spider.



Ipsey Wipsey

Ipsey Wipsey spider
Climbing up the spout;
Down came the rain
And washed the spider out
Out came the sunshine
And dried up all the rain;
Ipsey Wipsey spider
Climbing up again.

Draw a picture of the thing that came out and dried up all the ra

Skill: Interpreting the outcome of an event.

TWINKLE, TWINKLE, LITTLE STAR

Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.

LITTLE BOY BLUE

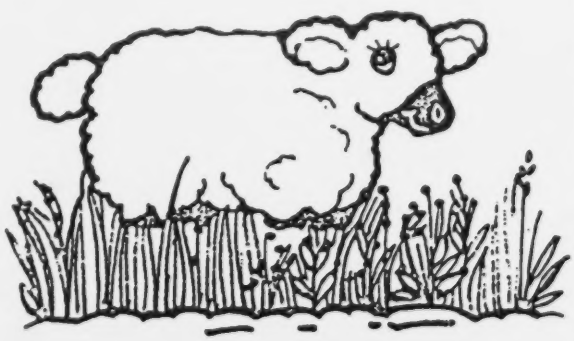
Little Boy Blue, come blow your horn,
The cow's in the meadow, the sheep's in the corn;
But where is the little boy tending the sheep?
He's under the haystack fast asleep.

1

2

3

4



MARY HAD A LITTLE LAMB

Mary had a little lamb,
Its fleece was white as snow;
And everywhere that Mary went
The lamb was sure to go.

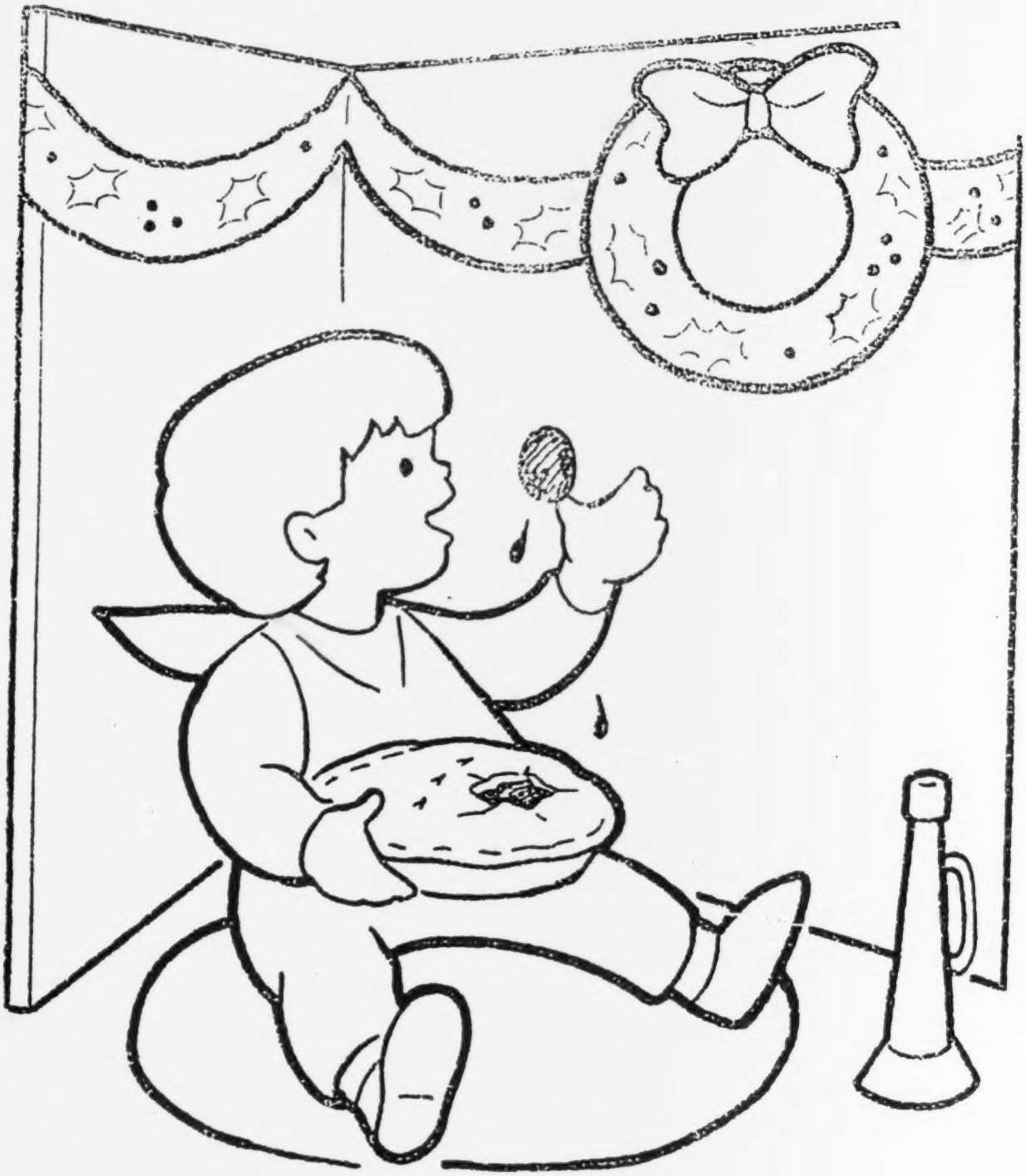
THE CAT AND THE FIDDLE

Hey! diddle dee diddle! the cat and the fiddle,
The cow jumped over the moon;
The little dog laughed to see so much sport
And the dish ran away with the spoon.

THREE LITTLE KITTENS

Three little kittens, they lost their mittens,
And they began to cry,
Oh, Mother, dear, we greatly fear,
That we have lost our mittens."

"What! lost your mittens, you naughty kittens!
Then you shall have no pie.
Mee-ow, mee-ow, mee-ow, mee-ow,
Then you shall have no pie."



LITTLE JACK HORNER

Little Jack Horner
Sat in a corner,
Eating his Christmas pie.
He stuck in his thumb,
And pulled out a plum,
And cried, "Oh, what a good boy
am I!"

FOUR AND TWENTY BLACKBIRDS

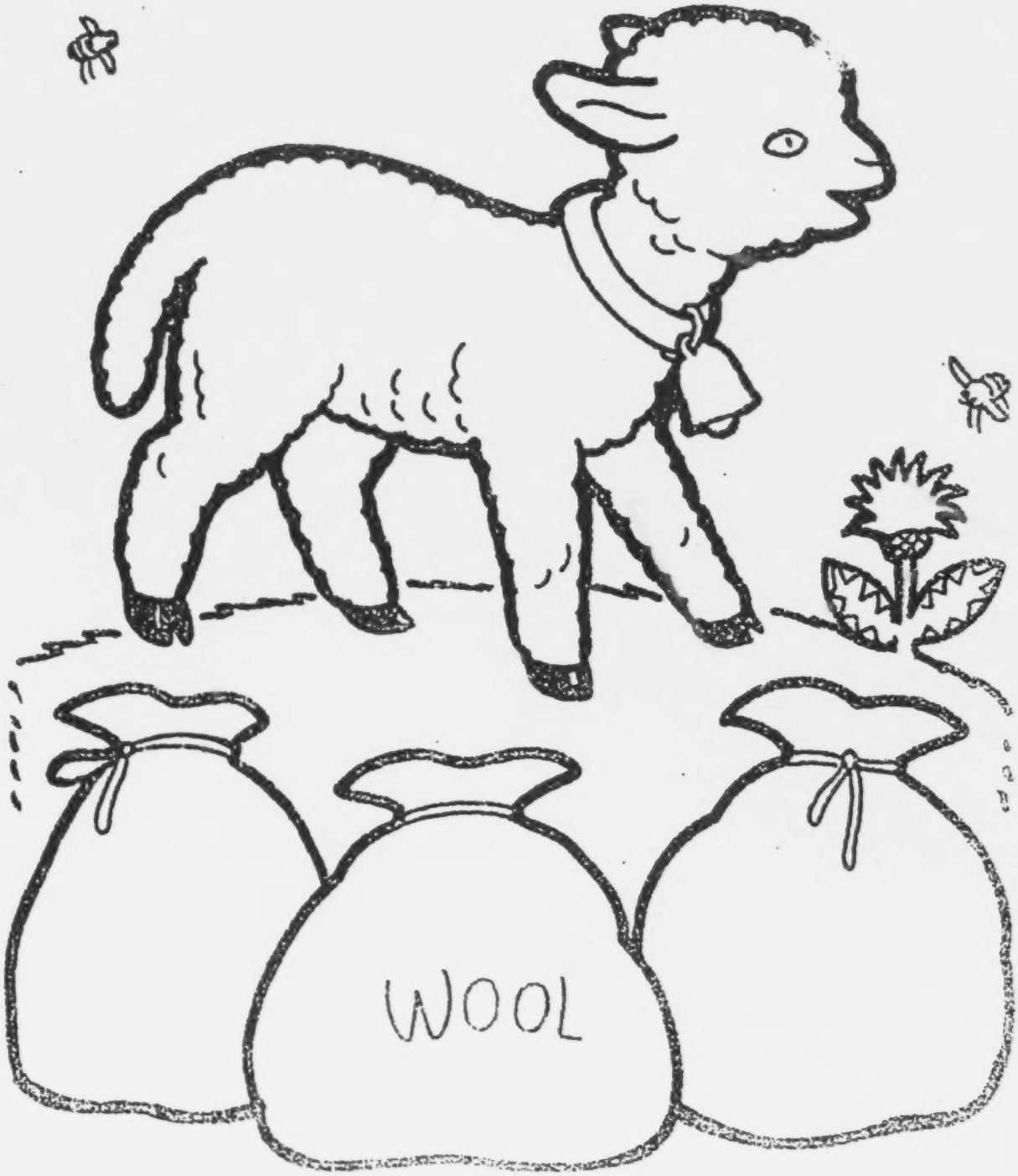
Sing a song of sixpence, a pocket full of rye,
Four and twenty blackbirds baked in a pie;
When the pie was opened, the birds began to sing,
Wasn't that a dainty dish to set before the king?

PETER, PETER, PUMPKIN EATER

Peter, Peter, pumpkin eater,
Had a wife and couldn't keep her;
He put her in a pumpkin shell,
And there he kept her very well.

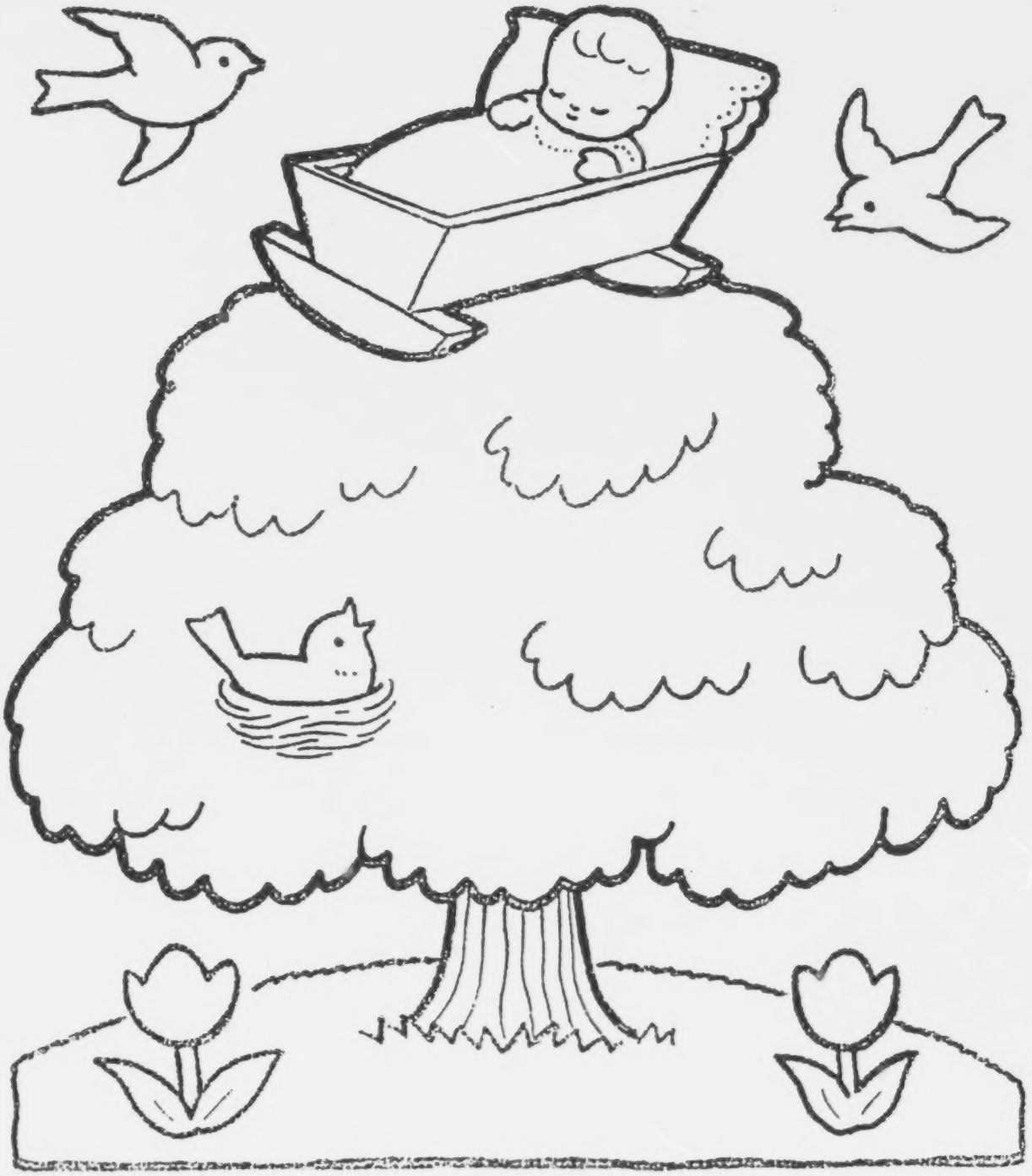
THE OLD WOMAN WHO LIVED IN A SHOE

There was an old woman who
lived in a shoe,
She had so many children she
didn't know what to do;
She gave them some broth with-
out any bread,
She whipped them all soundly
and put them to bed.



BAA! BAA! BLACK SHEEP

Baa, baa, black sheep, have you any wool?
Yes, sir, yes, sir, three bags full;
One for my master and one for my dame,
And one for the little boy who lives in the lane.

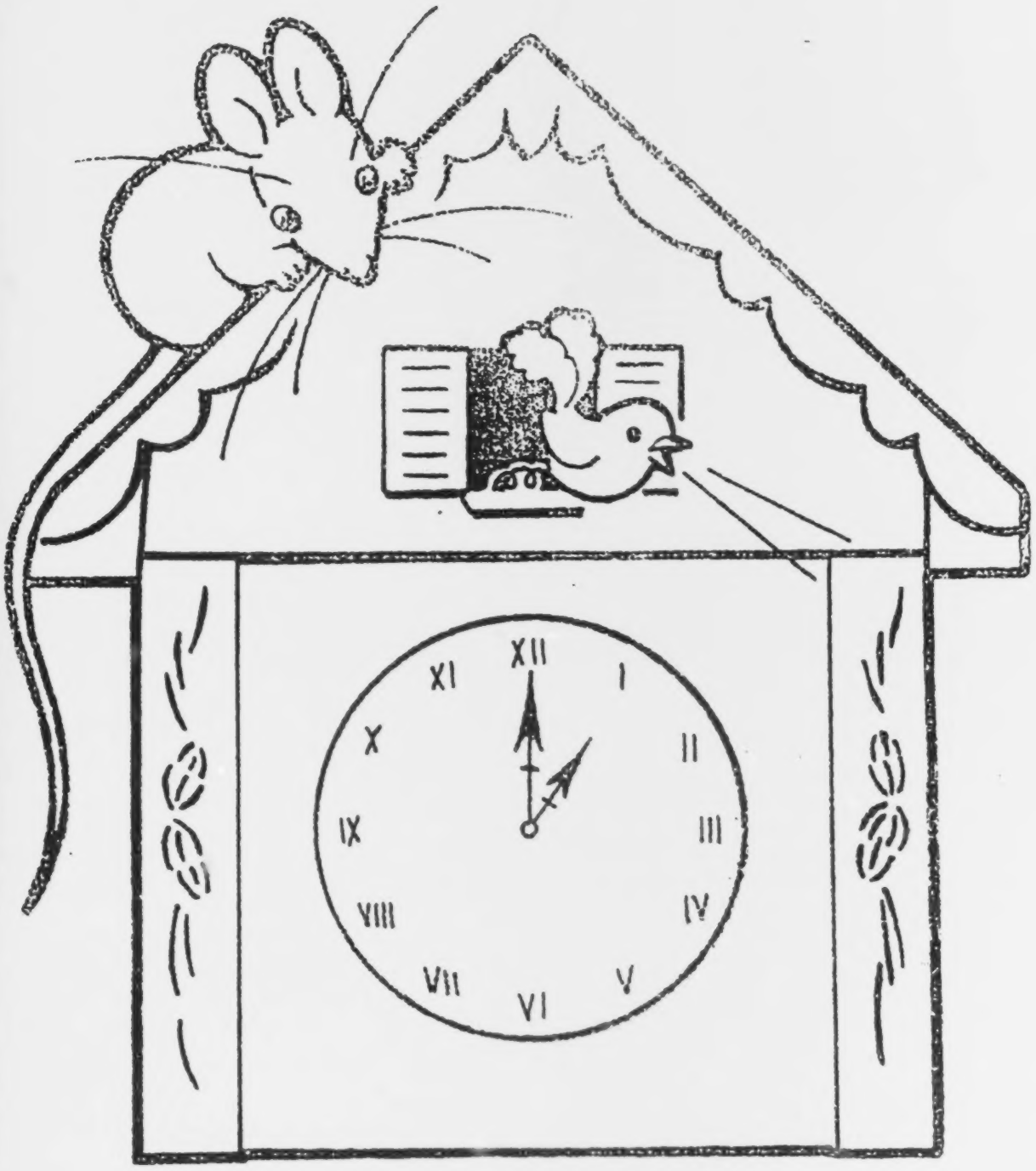


ROCK-A-BYE, BABY

Hush-a-bye, baby, on the tree top,
When the wind blows the cradle will rock;
When the bough breaks the cradle will fall;
Down will come baby, cradle and all.

JACK AND JILL

Jack and Jill went up the hill,
To fetch a pail of water;
Jack fell down and broke his crown
And Jill came tumbling after.



HICKORY, DICKORY, DOCK

Hickory, Dickory, Dock
The mouse ran up the clock,
The clock struck one,
The mouse ran down,
Hickory, Dickory, Dock.

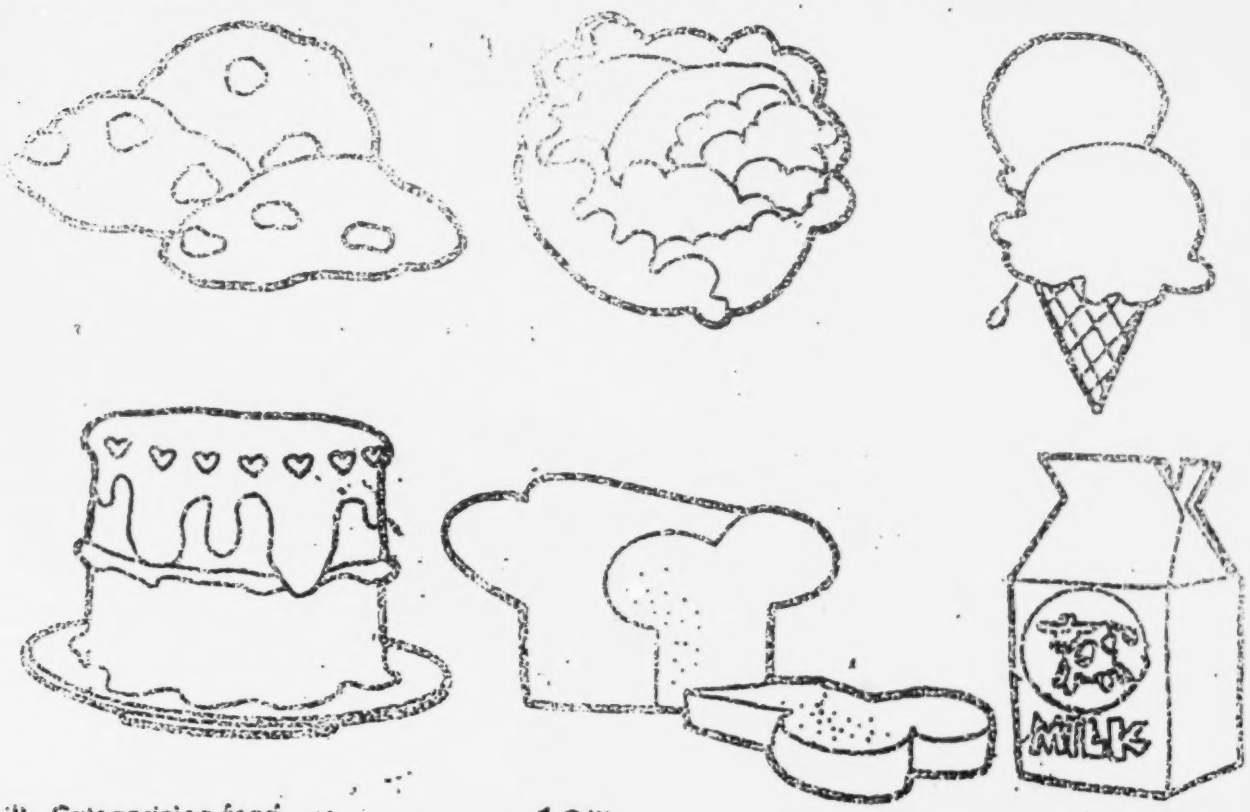
Name _____ Date _____

Read the verse about a baker. Look at the picture that shows what he bakes.

Pat-A-Cake

Pat-a-cake, pat-a-cake, baker's man,
Bake me a cake as fast as you can;
Pat it and prick it, and mark it with T,
Put it in the oven for Tommy and me.

Color all the pictures of food that could be baked by the baker.



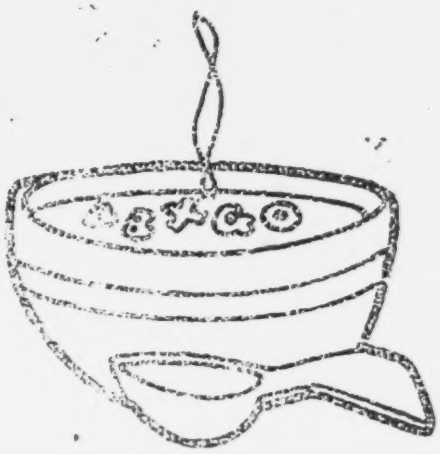
Name _____ Date _____ 130

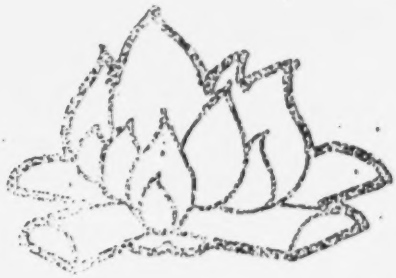
Read this verse about something that is hot and sometimes cold.

Pease Porridge

Pease porridge hot,
Pease porridge cold,
Pease porridge in the pot
Nine days old.
Some like it hot,
Some like it cold,
Some like it in the pot
Nine days old.

Circle the pictures of things that are hot.
Color the pictures of things that are cold.





Skill: Understanding the meaning of hot/cold.

Read the verse about, "Yankee Doodle."

Yankee Doodle

Yankee Doodle came to town,
Riding on a pony;
He stuck a feather in his cap
And called it macaroni.

Look at the picture of "Yankee Doodle". Something is missing in the picture. Draw in the missing part. Then color the picture.

Skill: Identifying the missing part in a picture.

Inner-city Rhymes

Room for rent
Apply within

When I run out
You run in!

Cinderella, Cinderella dressed in yellow.
Went downtown to meet her fellow.

How many kisses did she get?
1,2,3,4, etc.

Mayree Mack
Dressed in black
Buttons all up and down her back
Hi yall, hi yall, hi yall, hi yall

Gimme a nickle
Gimme a dime
See my honey baby all the time
Hi yall, hi yall, hi yall, hi yall

Went to the river
Couldn't get across
Got in trouble with my boss
Hi yall, hi yall, hi yall, hi yall
Hi yall, hi yall, hi yall, hi yall

He's got the whole world in His hands,
He's got the whole world in His hands.
He's got the whole world in His hands.
He's got the whole world in His hands.

He's got the wind and the rain in His hands.
He's got the little bitty baby in His hands.
He's got everybody in His hands.
He's got the whole world in His hands.

My momma told me to tell you to beat one
hammer like ya see me do.
My momma told me to tell youto beat two
hammers like ya see me do.
My momma told me to tell you to beat three
hammers like ya see me do.
My momma told me to tell you to beat four
hammers like ya see me do.
My momma told me to tell you to beat five
hammers like ya see me do.

Inner-city Rhymes

5 Little monkeys jumping on the bed
One fell out and bumped his head
Momma called the doctor and the doctor said,
"No more monkeys jumping on the bed."

4 Little monkeys jumping on the bed
One fell out and bumped his head
Momma called the doctor and the doctor said,
"No more monkeys jumping on the bed."

3 Little monkeys jumping on the bed
One fell out and bumped his head
Momma called the doctor and the doctor said,
"No more monkeys jumping on the bed."

2 Little monkeys jumping on the bed
One fell out and bumped his head
Momma called the doctor and the doctor said,
"No more monkeys jumping on the bed."

1 Little monkey jumping on the bed
One fell out and bumped his head
Momma called the docotr and the doctor said,
"No more monkeys jumping on the bed."

Head, shoulders, baby, 1,2,3
Head, shoulders, baby, 1,2,3
Head, shoulders,
Head, shoulders,
Head, shoulders,
Head, shoulders, baby, 1,2,3

Knees, ankles, baby, 1,2,3
etc.

Push the buggy, baby, 1,2,3
etc.

Round the world, baby, 1,2,3
etc.

That's all baby, 1,2,3
etc.

This the way we Billaby, Billaby, Billaby.
This the way we Billaby, all night long.

Here comes another one, just like the other,
Here comes another on, all night long

(tune of "Shortnin' Bread")

APPENDIX L

WORKSHOP II AGENDA AND HANDOUT

PARENT-CHILD INTERACTION WORKSHOP II

AGENDA

PUERTO RICAN INDEPENDENCE CELEBRATION

A. Greeting

B. Parent Presentation

C. Film

D. "Make and Take" Activity

E. Discussion Period

Facets Multimedia presents

Children's Film Distribution Network

CHILDREN'S FILM DISTRIBUTION NETWORK

Five specially selected programs of the very best children's films ever made. Included in these programs are films produced in countries all over the world and chosen for their appeal to children of **every** ethnic background. Many of these films are already established classics which have won major awards in important international festivals, and others are so new that you may be among the first to be able to see them. Each of these individual programs rents for only $20.00 for one day's use. (For longer periods, please apply for proper rental rates.) With each program a study-guide will be provided, as well as a booklet on how to set up and run a successful film program. Never before from any source have programs of this quality been available for so little money. Reserve your programs today!

PROGRAM ONE (for Ages 3-7) (total running time: 39 minutes)

SHOUT-IT-OUT ALPHABET (animation, 12 minutes, color)

At last we have found a film that discourages passivity and actually encourages active audience participation, even among the youngest children. This exciting, funny, constantly surprising romp through the alphabet is an animated film which can be viewed again and again, each time with an increased degree of audience involvement. More than a film, it is a game, a "happening," an unforgettable event.

HANSEL AND GRETEL, AN APPALACHIAN VERSION (live action, 17 minutes, color)

The "clap-along" sound of banjo music takes us to Appalachia for this re-telling of a classic fairy tale that is not only "scary" in all the **best** senses but which also emphasizes the practical means by which children themselves can successfully cope with their problems. A viewing of this film is certain to provoke an astonishingly high level of involvement for young audiences of all ethnic backgrounds. The children will want to discuss what they have seen, "act it out," retell it in their own words, and then demand that the film be screened again.

A VISIT FROM SPACE (animation, 10 minutes, color)

All the way from the famous Zagreb Studio in Yugoslavia comes this charming film about the friendship that develops between a little Earth girl and a small Space creature that happens to land in her yard. Not having a common language, they must devise a series of ingenious ways to communicate and have fun—a process that involves the full attention of even the youngest viewer.

Rental Rate: $20.00 for one day's use of each individual program.

Order your programs now! For further information, call (312) 281-9075

PROGRAM TWO (for Ages 3-7) (total running time: 52 minutes)

REALLY ROSIE (animation, 26 minutes, color)

The great children's author/artist, Maurice Sendak, has adapted his own characters from The Nutshell Library and **The Sign on Rosie's Door** into an animated film that will delight all young audiences. Set to music composed and sung by Carole King, the wild adventures of Rosie and the kids in her neighborhood will lead the imaginations of the audience into new realms of insight and discovery.

WATCH OUT FOR MY PLANT (live action, 15 minutes, color)

Films are rare that provide urban children with an opportunity to share the joy of discovering the hidden processes of nature that are a daily reality to children accustomed to living closer to the land. In this film a young city boy develops inwardly as he watches the growth of a small plant in a patch of dirt between his home and the sidewalk. Children of all backgrounds will watch this film intently, marvel at every new development, and sometimes even spontaneously applaud as the little plant begins to flower.

WILD GREEN THINGS IN THE CITY (live action, 11 minutes, color)

After visiting the country, a young black girl returns to the city and works hard by herself to create a lovely rooftop garden, a secret place whose beauty she can share with her friends. Her activities are accompanied by music that ranges from traditional African instrumentation to modern electronics jazz, and the response of young audiences to what they see is sure to be one of participation and awakening curiosity as to the undiscovered possibilities of their own immediate environment.

PROGRAM THREE (for Ages 3-7) (total running time: 47 minutes)

A STORY, A STORY (animation, 10 minutes, color)

The tales of Anansi the Spiderman are part of the world's cultural heritage from Africa. This tale of how Anansi brought the telling of stories to all the people of the earth is one of the very best. Animation is used to bring to life traditional African design-motifs as this tale is told to us by the voice of a "griot" (or story-teller) accompanied by authentic African music. Young children of all backgrounds will be intrigued by this unique presentation of an ancient heroic Spiderman who seems so much more clever than his modern comicbook counterpart.

A LITTLE GIRL AND THE GUNNY WOLF (animation, 6 minutes, color)

This quite unusual version of the traditional fairy tale about the little girl who outwits the big bad wolf was actually created by a kindergarten class of black children in California. These children made up the story and drew all the pictures which their teacher used as the basis for this animated film. Even the youngest audiences are quick to pick up on the story's rhythm, the plot and its variations, the clever sound-effects, and, at the film's conclusion, they are often inspired to make up stories of their own.

MIGUEL: UP FROM PUERTO RICO (live action, 15 minutes, color)

Miguel is a Puerto Rican American boy living in New York. This film tells of his adventures and how he is able to solve his problems by means of his own skills and personal initiative. The use of some Spanish dialogue in this film is integral to its plot and in no way obscures the direct feeling of participation in Miguel's story for non-Spanish speaking children. In fact, the film provides an excellent opportunity for all to experience the advantages of being bilingual and of participating actively in two different cultures.

TALEB AND HIS LAMB (live action, 16 minutes, color)

Taleb is a Bedouin boy who lives out in the desert herding sheep with his family. In order to save a lamb that he has raised from being taken to the market, Taleb steals the lamb and hides with it in the desert, surviving on his own skills and knowledge, until, at last, his father finds him. At this point, the story-teller stops the film and proposes two different endings—one that Taleb's father punishes him for stealing the lamb and takes it back to be sold, and the other that Taleb's courage wins his father's admiration to such an extent that the father gives Taleb the lamb so that he may start a new flock of his own. Thus the audience is left to decide for themselves how the story should end, and it will be discovered that almost every child viewing the film will feel compelled to give the reasons for his or her own opinion on the matter.

PROGRAM FOUR (for Ages 8-12) (total running time: 53 minutes)

SKINNY AND FATTY (live action, 53 minutes, black & white)

This Japanese film is about the friendship that gradually develops between a shy, awkward, overweight "new" boy at school and one of his most popular classmates. When eventually "Fatty" must go it alone and prove himself to the rest of the school, there is not a child in the audience that will not be emphatically on his side. SKINNY AND FATTY is one of the very few films ever made particularly for "mid-range" (ages 8-12) children that deserves to be called a "classic." Whenever this film is shown, it immediately becomes a favorite of all who have seen it. Moreover, beyond being enjoyable, this film helps to instill in its young viewers a sense of fair play and respect for the rights and unique qualities of other children.

PROGRAM FIVE (for All Ages) (total running time: 47 minutes)

THE RED BALLOON (live action, 34 minutes, color)

This great fantasy film from France, written and directed by Albert Lamorisse, is the exciting story of a boy who finds a magical red balloon. In learning to discover its secrets, the boy learns things about himself and his friends that he had never before suspected. All that happens to him is revealed to the viewer through non-verbal means allowing for a form of visual participation in this film that is unique and exhilarating.

THE SAND CASTLE (animation, 13 minutes, color)

We watch as a smiling little figure emerges from a barren stretch of sand and begins to uncover and create a menagerie of other friendly creatures from the sand. Each of these small creatures is wholly unique in its shape, personality and means of locomotion. Working together, this community of new-found friends is able to construct a beautiful sand castle just in time for it to shelter them from a storm. When the camera pulls back to reveal their finished work, the sense of achievement shared by the audience is usually given an audible expression of their approval.

CHILDREN'S FILM DISTRIBUTION NETWORK

Most concerned educators are aware of the fact that nearly all of the "media" programming—whether it be from television or commercially exhibited motion pictures—that is generally available for children does not fulfill the real needs of young viewers. Conventional programming for children tends to be either too bland on the one hand, or too manipulative on the other. As a result, children are constantly being bombarded by images and sounds that stunt their imaginations and shorten their attention spans. Instead of enriching and extending the sensibility of these young viewers, their most active response to such programming frequently has been an increased intellectual passivity and heightened cynicism.

Recognizing that an immediate need existed for an alternative method of programming children's media experiences, in 1974 Facets Multimedia created the Chicago Children's Film Center. Now, after nearly five years of intensive research with an audience of more than 55,000 children, parents and educators, testing their responses to innovative programming, at last it has been possible to put together five special programs composed of the very best and most popular of the more than eight hundred films that were screened during this period. These are films that have been chosen for their effectiveness in eliciting enthusiastic, creative responses from even the youngest viewers. These are films that have been tested and found to be stimulating and well received wherever they have been shown, whether in elementary schools, hospitals, day care or community centers. These are films that provide positive images and that are particularly chosen for their direct appeal to minority group members cut off from identification from the "mainstream" of media programming.

Five different programs of these innovative films for children are presently available from the Children's Film Distribution Network, which has been established by Facets Multimedia as a means of bringing these programming possibilities to a wider national audience. Each of these individual programs may be rented for only $20.00 for one day's use (a considerable saving from the cost of any even remotely comparable package from any of the available commercial sources). Study guides will be provided for each of these programs, and, with your order, you will also receive a booklet providing detailed information on how to set up and run a successful children's film program. For further details, please call:

(312) 281-9075

or write:

CHILDREN'S FILM DISTRIBUTION NETWORK
Facets Multimedia, Inc.
1517 West Fullerton Avenue
Chicago, Illinois 60614
(312) 281-9075

This program is made possible, in part, by grants from the Chicago Community Trust, the Illinois Arts Council, and the National Endowment For the Arts.

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"Make and Take" Activity

Making Maracas

The activity that follows was demonstrated by parents at the Parent-Child Interaction Workshop.

Material: beans, pebbles, etc.
small juice containers
or
small balloons and paper-mâché mixture
newspaper strips
tape
sticks
paints and brushes

Directions: Distribute balloons or containers. Blow up balloon to desired size of maraca. Insert about 9-10 beans or pebbles. Place mâché mixture in layers on balloon or container. No more than two layers should be wrapped around the maraca. Each layer should be smoothed as it is added. When the layering process is finished, tape and secure a stick to use as a handle. When the maraca is finished decorate with paint.

Maracas are a form of musical instruments used in many Hispanic countries. There are often used with Salsa (Latin Soul music).

Recipes from Parents

Baked Bananas

4-5 bananas, slighty underripe
2 tablespoons melted butter
2 tablespoons brown sugar
chopped nuts

Slice the bananas in half lengthwise. Place them in a greased casserole dish. Brush them with melted butter; then sprinkle the brown sugar and nuts over the bananas. Bake in a 350° F oven 8-10 minutes until bananas are heated through and the nuts are toasted lighty.

Tostones

green plantains
salt
water
pepper
oil for frying

Peel the plantains. Slice in oval pieces. Place the pieces in salt water for at least ½ hour. Remove them from the water and pat dry with a paper towel. Fry the plantain slices in hot oil for about 30 seconds on each side. Remove the slices from the frying pan and mash each one by pressing on it with a folded brown paper bag. Put the individual flattened slices back into the frying pan and fry until golden brown. Salt and pepper before eating.

Rice Pudding

2 8-ounce cans of cream of coconut
2 13-ounce cans of evaporated milk
2 cups uncooked rice
2 tablespoons butter
3 tablespoons sugar
1 teaspoon vanilla
raisans
ginger
cinnamon
salt
cloves

Put all the ingredients except the rice in a large, heavy-bottomed saucepan. When the mixture boils, add the rice. Simmer until rice is tender, stirring often so that rice does not stick. Cool pudding and then refrigerate it. Serve pudding lightly sprinkled with cinnamon.

APPENDIX M

WORKSHOP III AGENDA AND HANDOUT

PARENT-CHILD INTERACTION WORKSHOP III
AGENDA

Christmas Customs Around the World

A. Greeting

B. Field Experience

C. Speaker/Tour

D. "Hands-on" Experience

E. Discussion Period

OF SCIENCE
AND INDUSTRY

Thirty-six ethnically associated trees such as this one representative of Greece are featured in the 44th annual Christmas Around the World Festival at the Museum through Jan. 5

DECEMBER-
JANUARY
CALENDAR
OF EVENTS

Yuletide Festival Through Jan. 5

A forest of ethnically decorated Christmas trees, free theater and choral presentations, and an international buffet await the Museum visitor through Jan. 5 during the 44th annual "Christmas Around the World" Festival.

Forty-one ethnic groups are participating in this year's celebration. They are representative of Afro-America, Armenia, Austria, Belize, Bielarus, China, Croatia, Czechoslovakia, Denmark, Egypt, Finland, France, Germany, Great Britain, Greece, Guatemala, Hawaii, Hungary, Iceland, India, Ireland, Italy, Japan, Korea, Latvia, Lithuania, Luxembourg, Mexico, Native America, The Netherlands, Norway, The Philippines, Poland, Puerto Rico, Romania, Serbia, Slovenia, Sweden, Switzerland, Ukraine, and the United States.

These groups have decorated 36 18-ft. trees with their handcrafted ornaments and garlands. In addition, many of the groups will display creches with figures dressed in costumes from their native lands.

This year, for the first time, individually created Raggedy Ann and Raggedy Andy dolls will be displayed near the United States' tree.

The groups will present 32 free theater programs Dec. 1-22. Theater programs presented during the afternoon will be held in the Little Theater. Programs scheduled for Friday, Saturday, and Sunday evenings will be presented in the Auditorium. The programs feature the distinctive folkloric dance, music, customs, and pageantry of the Festival's participating groups. (See the accompanying schedule for dates, times, and locations.)

About 250 Chicago-area school choruses, glee clubs, and church choirs will perform in the exhibition between the hours of 9:30 a.m. and 2:30 p.m. through Dec. 22.

The international buffet, a smorgasbord of foods representative of the Festival's participants, is served in the Columbian and Century Rooms from 4 to 7:30 p.m. on Fridays, Saturdays, and Sundays through Dec. 22.

The menu includes France's nicoise salad, Czechoslovakian roast pork, Lithuanian potato kugelis, African chicken, Swedish meat balls, Italian zucchini parmesan, ginger glazed carrots from The Netherlands, ris a'lamande from Denmark, a Christmas cheese assortment, an international bread board, tropical holiday wassail punch, coffee, tea, and milk.

Cost of the buffet is $8.50 for adults, $5.75 for children ages 5-11, and $3.50 for children ages 2-4. For

The 44th annual "Christmas Around the World" Festival celebrates the yuletide traditions of 41 ethnic groups with a display of trees and creches, theater presentations, choral concerts, and an international buffet.

Museum members the prices are $7.65 for adults, $5.15 for children 5-11, and $3.15 for children 2-4. Wine, priced at $1.50 per glass and $8 per carafe, also will be available, and soft drinks will be sold for 75¢ each. Prices do not include tax. Meal reservations, which are required, may be made by calling the Museum's Christmas Desk at 684-1414, Ext. 234 or 235.

Museum hours will be extended until 8 p.m. on Fridays, Saturdays, and Sundays through Dec. 22 to allow visitors to view the Christmas trees and creches, partake of the international buffet, and attend the theater programs.

Theater Program Schedule

AUDITORIUM		LITTLE THEATER	
Dec. 1		Dec. 1	
6:00 p.m.	Serbia	1:00 p.m.	The Philippines
7:30 p.m.	Austria	2:30 p.m.	Lithuania
Dec. 6		4:00 p.m.	Slovenia
7:30 p.m.	Italy	Dec. 7	
Dec. 7		1:00 p.m.	Finland
6:00 p.m.	Ireland	2:30 p.m.	Belize
7:30 p.m.	Hungary	4:00 p.m.	Korea
Dec. 8		Dec. 8	
6:00 p.m.	Great Britain	1:00 p.m.	Luxembourg
7:30 p.m.	Poland	2:30 p.m.	Bielarus
Dec. 13		4:00 p.m.	Armenia
7:30 p.m.	The Netherlands	Dec. 14	
Dec. 14		1:00 p.m.	Sweden
6:00 p.m.	India	2:30 p.m.	Croatia
7:30 p.m.	Germany	4:00 p.m.	China
Dec. 15			
6:00 p.m.	Ukraine		
7:30 p.m.	Afro-America		
Dec. 20			
7:30 p.m.	Greece		
Dec. 21			
6:00 p.m.	Norway		
7:30 p.m.	Hawaii		
Dec. 22			
6:00 p.m.	Romania		
7:30 p.m.	Egypt		

Annual Christmas Festival Opens Nov. 23

A forest of ethnically-decorated Christmas trees. Nativity scenes. Theater programs. Choral offerings. A bountiful buffet. All are part of the Museum's 44th annual "Christmas Around the World" Festival Nov. 23-Jan. 5.

Forty-one ethnic groups are participating in this year's celebration. They are representative of Afro-America, Armenia, Austria, Belize, Bielarus, China, Croatia, Czechoslovakia, Denmark, Egypt, Finland, France, Germany, Great Britain, Greece, Guatemala, Hawaii, Hungary, Iceland, India, Ireland, Italy, Japan, Korea, Latvia, Lithuania, Luxembourg, Mexico, Native America, The Netherlands, Norway, The Philippines, Poland, Puerto Rico, Romania, Serbia, Slovenia, Sweden, Switzerland, Ukraine, and the United States.

On Nov. 20-22 representatives of the groups will decorate with handcrafted ornaments and garlands 36 18-ft. trees. These giant trees will be on display beginning Nov. 23.

This year, for the first time, handcrafted Raggedy Ann and Raggedy Andy dolls will be displayed near the American tree.

In addition, the groups will present 35 free theater programs between Nov. 29 and Dec. 22. Theater programs presented during the afternoon will be held in the East Pavilion. Programs scheduled for Friday, Saturday, and Sunday evenings will be presented in the Auditorium. The programs feature the distinctive folkloric dance, music, customs, and pageantry of Festival participants.

About 250 Chicago-area school choruses, glee clubs, and church choirs will perform in the exhibition between the hours of 9:30 a.m. and 2:30 p.m. through Dec. 22.

Also included in the Festival is the international buffet which will provide patrons with an array of delicacies representative of the Festival's participants. These meals will be served in the Century and Columbian Rooms from 4 to 7:30 p.m. on Fridays, Saturdays, and Sundays through Dec. 22.

The Museum's annual "Christmas Around the World" Festival provides the opportunity for Chicago's many ethnic groups to showcase their Christmas traditions through nativity scenes, Christmas trees, and dance and musical performances.

Cost of the buffet is $8.50 for adults, $5.75 for children ages 5-11, and $3.50 for children ages 2-4. For Museum members the prices are $7.65 for adults, $5.15 for children 5-11, and $3.15 for children 2-4. Wine, priced at $1.50 per glass and $8 per carafe, also will be available and soft drinks will be sold for 75¢ each. Prices do not include tax. Meal reservations, which are required, may be made by calling the Museum's Christmas Desk at 684-1414, Ext. 234 or 235.

Museum hours will be extended until 8 p.m. on Fridays, Saturdays, and Sundays from Nov. 29-Dec. 22 to allow visitors to view the Christmas trees and creches, partake of the international smorgasbord, and attend the theater programs.

Theater Program Schedule

Auditorium

Nov. 29
7:30 p.m. Mexico

Nov. 30
6:00 p.m. Japan
7:30 p.m. Czechoslovakia

Dec. 1
6:00 p.m. Serbia
7:30 p.m. Austria

Dec. 6
7:30 p.m. Italy

Dec. 7
6:00 p.m. Ireland
7:30 p.m. Hungary

Dec. 8
6:00 p.m. Great Britain
7:30 p.m. Poland

Dec. 13
7:30 p.m. The Netherlands

Dec. 14
6:00 p.m. India
7:30 p.m. Germany

Dec. 15
6:00 p.m. Ukraine
7:30 p.m. Afro-America

Dec. 20
7:30 p.m. Greece

Dec. 21
6:00 p.m. Norway
7:30 p.m. Hawaii

Dec. 22
6:00 p.m. Romania
7:30 p.m. Egypt

East Pavilion

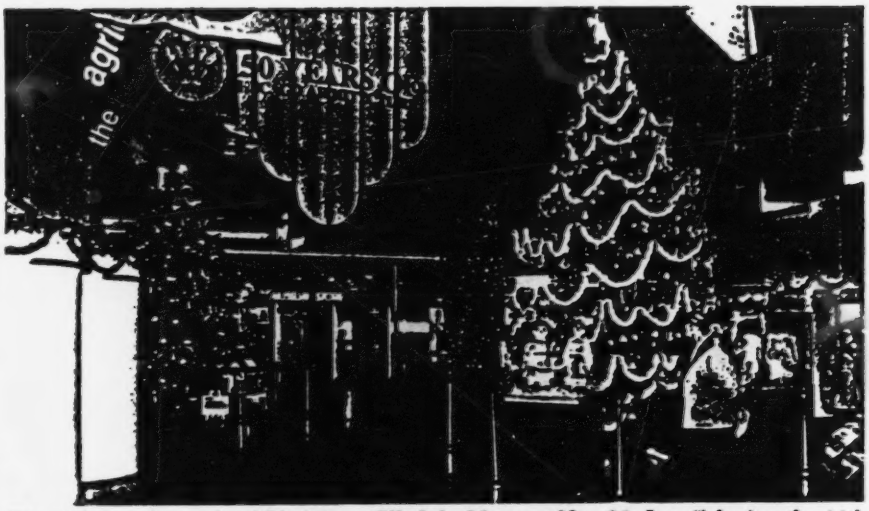
Nov. 30
1:00 p.m. Denmark
2:30 p.m. France
4:00 p.m. Latvia

Dec. 1
1:00 p.m. The Philippines
2:30 p.m. Lithuania
4:00 p.m. Slovenia

Dec. 7
1:00 p.m. Finland
2:30 p.m. Belize
4:00 p.m. Korea

Dec. 8
1:00 p.m. Luxembourg
2:30 p.m. Bielarus
4:00 p.m. Armenia

Dec. 14
1:00 p.m. Sweden
2:30 p.m. Croatia
4:00 p.m. China



The sights and sounds of Christmas filled the Museum Nov. 23-Jan. 5 during the 44th annual "Christmas Around the World" Festival. The yuletide traditions of 41 ethnic groups were celebrated with a display of 36 trees, traditional creches, theater presentations, choral concerts, an international buffet, and more. A Native American tree and handmade Raggedy Ann and Andy dolls were added in 1985.

"Hands-on" Experience

Parent-Child Interaction
Activity

Handprint Wreath

A lovely
gift for
children to
bring home --
Parents love it!

Measure and cut a piece of muslin to a 12" x 12" size. Cover child's hand with green paint and print hand randomly around in a circle to resemble a wreath. Use the child's thumb in the red paint to stamp "holly berries" around the wreath or may use a Q-tip dipped in red paint. Glue the top to a dowel and string with yarn or glue on heavy paper.

APPENDIX N

WORKSHOP IV AGENDA AND HANDOUT

PARENT-CHILD INTERACTION WORKSHOP IV

AGENDA

Chinese New Year Celebration

A. Greeting

B. Field Experience

C. Discussion Period

Chinese New Year

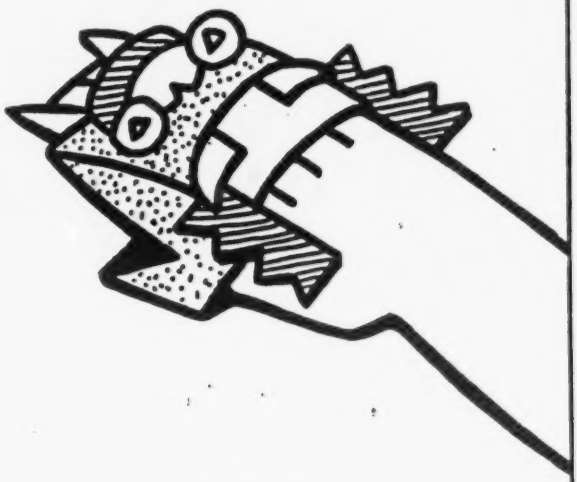
Chinese New Year is a happy holiday. The date occurs between mid-January and mid-February.

"Gung Hay Fat Choy" Scroll

"Gung Hay Fat Choy" means Happy New Year in Chinese. . . . . make a banner on red paper that says "Happy New Year" in Chinese characters. Glue strips of black paper on the ends to make it look like a scroll.

The Chinese Dragon

The Chinese dragon in the New Year parade is a symbol of strength and goodness. It is supposed to bring everyone good luck, peace and prosperity.



Chinese Writing

Children enjoy learning to write the numbers from one to ten in Chinese characters. This should be done with a brush and ink or paint.

一 ONE	四 FOUR	七 SEVEN	十 TEN
二 TWO	五 FIVE	八 EIGHT	
三 THREE	六 SIX	九 NINE	

WORKSHOP V AGENDA AND HANDOUT

PARENT-CHILD INTERACTION WORKSHOP V

AGENDA

Black History Month Celebration

A. Greeting

B. Field Experience

C. Speaker

D. Puppet Show

E. Discussion Period

BLACK CREATIVITY 1986

To Be Celebrated Feb. 1-Mar. 2

A juried art show, special exhibits, performances, workshops, symposia, and career conferences will be presented during "Black Creativity 1986" at the Museum Feb. 1-Mar. 2.

"Black Creativity" was begun 15 years ago as "Black Esthetics" by the Museum and Chicago Defender Charities.

The 1986 celebration, which has the theme, "Generations in Transition: 80 Years of Black American Expression," is sponsored by Sara Lee Foundation, with additional support from the Chicago Defender Charities, Illinois Humanities Council, National Endowment for the Humanities, McDonald's, and others.

Exhibitions

Four exhibitions are included in "Black Creativity." Three of them will be on view for the full month; the fourth, "His Light Still Shines," will be at the Museum Feb. 1-14.

"His Light Still Shines" is being offered in commemoration of the first observance of Dr. Martin Luther King Jr.'s birthday as a national holiday. The multi-faceted exhibition is presented by McDonald's restaurants of Chicagoland and Northwestern Indiana. The commemorative exhibition utilizes audiotapes, photographs, memorabilia, and a 26-min. film that will be shown the entire month of February. "His Light Still Shines" is being offered in conjunction with the Martin Luther King Jr. Center for Non-Violent Social Change Inc.

"The Black Olympians: 1904-1984," which depicts 80 years of Afro-American participation in the Olympic Games, is the official Olympic Arts Festival exhibit brought to Chicago through special arrangements with the California Afro-American Museum of Los Angeles. The exhibition is a historical examination of the effect the advances of black athletes have had on American society. Through films, slide presentations, taped interviews, and artifacts, "The Black Olympians" looks at four eras in the history of black participation in the Olympic Games.

"Choosing: Art and Art Criticism by Black Americans 1925-1985" is a major traveling exhibition with analysis of paintings, prints, sculpture, and mixed media works that reflect the history of modern art and art criticism by black Americans during the 1925-1985 period. The exhibition, which will have its premier showing at the Museum, includes the sculpture of Chicagoans Richard Hunt and Martin Puryear. An analysis of the art by prominent critics—Dr. David Driskell, Keith Morrison, Dr. Allen Gordon, Dr. Jacqueline and Alex Bontemps—will be included with the exhibition.

Sixty-nine artists will show 125 works of art in the "Juried Art Exhibition." The annual competition features the best entries submitted internationally in painting, sculpture, photography, video, graphic arts, and mixed media. This is the first time video has been included in the competition. Entries were judged by a panel of Chicago artists and art educators comprised of Ralph Arnold, Ken Burkhart, Dr. Margaret Burroughs, Bob Dilworth, Robert Eskridge, Phyllis Thompson, and Lynne Warren. The presentation of awards and $2,000 in cash prizes will take place on Jan. 30.

Symposia, Workshops

The Friday career conferences, which will be directed to students, teachers, counselors, and parents,

Camille Billops is one of 19 sculptors represented in the "Choosing: Art and Art Criticism by Black Americans: 1925-1985" exhibition. Shown here is her work, "Kaohsiung Series #2."

will examine the challenges and opportunities of several vocational areas. A panel of professionals from the field will present "Careers in Science, Business, and Technology" Feb. 14. "Careers in Sports" moderator Lonnie Bunch, "The Black Olympians" exhibition's curator, will host a slide lecture program Feb. 21. A 10-member panel from Provident Hospital will present "Careers in Preventative Medicine and Health Care" Feb. 28. The career conferences will be presented twice, at 10:30 a.m. and 1:30 p.m., in the Auditorium.

A weekly Saturday symposium will be offered in conjunction with the "Choosing: Art and Art Criticism by Black Americans 1925-1985" exhibition. Art historians Keith Morrison and Dr. David Driskell will lead the Feb. 1 symposium. The feminist dimension will be offered by Dr. Jacqueline Bontemps on Feb. 8. Dr. Allen Gordon will present a symposium on prints and sculpture on Feb. 15. All three events will take place at 2:30 p.m. in the Little Theater.

A special Martin Luther King symposium will be offered at 3 p.m., Feb. 3, with Sterling Stuckey moderating.

Two teacher workshops will be presented Feb. 1 in the West Pavilion. Charles Moore will give a 10 a.m. workshop on "Black Theater" and Atiba will present a 11 a.m. session on "Black Music." Reservations, which are required for the two-hour teacher workshops, may be made by calling 684-1414, Ext. 290. There is a $5 fee for each teacher workshop.

Workshops for the general public will be offered in the visual arts. Kweku Embil will present "Tie-Dye" sessions Feb. 8. "Applique" will be Phyllis Thompson's topic for workshops Feb. 15. Venus Blue will offer sessions on "Quilting" Feb. 22. All workshops for the public will be held twice, at 11 a.m. and 1 p.m., in the West Pavilion.

Live Performances

Music, dance, and puppetry programs will be presented throughout the month in the Auditorium.

The Joseph Holmes Dance Co. will be on stage at 1 p.m., Feb. 1. Mwata Bowden performs "Sound Spectrum" at 2:30 p.m., Feb. 2.

The Darlene Blackburn Dancers and the Thunder Sky Drummers will combine forces for 10 and 11:30 a.m. programs Feb. 4-6 and a 2:30 p.m. presentation on Feb. 23.

Frances Sanders will present "From Spirituals to Gospel" at 2:30 p.m. Feb. 9. From Bach to Bebop will play "Classical to Jazz" at 10 and 11:30 a.m. Feb. 11-13.

Music lovers will have a field day on Feb. 16 when Billy Branch performs "Branch of the Blues" at 1 p.m. and the Chicago Chamber Orchestra plays "Music of Black Composers" at 3:30 p.m.

The Puppet Place will present the "Brer Rabbit Puppet Show" at 10 and 11:30 a.m. Feb. 18-20.

All events—except the two teacher workshops—are free and open to the public.

Committee

An advisory committee of leaders from Chicago's civic, business, and academic communities has assisted the Museum in planning the "Black Creativity" program.

Daryl Grisham, president of the Parker House Sausage Co., is chairman of the committee and Mrs. Dorothy Runner is vice chairman.

Other members of the advisory committee include Dr. Carol Adams, D'Anne Burley-Aguioye, Dr. George F. Ayers, Lerone Bennett, Barbara Burrell, Dr. Margaret Burroughs, Clark Burrus, Dr. Manford Byrd Jr., Walter Clark, Dr. Harvey V. Davis, Lester J. Dugas Jr., Edward G. Gardner, Frank Goldie, Ronne Hartfield, Dr. Jean Jackson, Joan B. Johnson, Raymonda T. Johnson;

Louise Quarles Lawson, Dr. Walter E. Massey, Dr. Cora Mayo, Isobel Neal, The Hon. Richard Newhouse, Madeline Murphy Rabb, Warner Saunders, John H. Sengstacke, Robert H. Sengstacke, David C. Sharpe, Elizabeth Skalla, Dr. Kenneth Smith, Robbie Smith, William D. Stubblefield, Prof. Sterling Stuckey, Dr. Emmanuel B. Thompson, Dr. Byron W. Turnquest, Edward J. Williams, and W.O. Williamson.

Dr. Leslee H. Stradford is coordinating the event for the Museum.

MUSEUM OF SCIENCE AND INDUSTRY

Erika Hess is one of the contemporary Swiss athletes showcased in the "A Century of Winter Sports in Switzerland" exhibition at the Museum through Mar. 30

FEBRUARY-MARCH 1986
CALENDAR OF EVENTS

15

HIGHLIGHTS

'Black Creativity' Feb. 1-Mar. 2

The "Black Creativity 1986" Program, comprised of a juried art show, special exhibitions, live performances, workshops, symposia, and career conferences, will be presented at the Museum Feb. 1-Mar. 2.

Begun 15 years ago as "Black Esthetics" by the Museum and Chicago Defender Charities, "Black Creativity" celebrates Black History Month at the Museum.

The 1986 celebration, which has the theme, "Generations in Transition: 80 Years of Black American Expression," is sponsored by Sara Lee Foundation, with additional support from the Chicago Defender Charities, Illinois Humanities Council, National Endowment for the Humanities, McDonald's, and others.

Four exhibitions are included in "Black Creativity 1986." Three of them will be on view for the full month; the fourth, "His Light Still Shines," an exhibition about Dr. Martin Luther King Jr., will be at the Museum Feb. 1-14.

"His Light Still Shines" is being offered in commemoration of the first observance of Dr. King's birthday as a national holiday. The exhibition, being presented by McDonald's restaurants of Chicagoland and Northwestern Indiana, includes a 26-min. film that will be shown the entire month of February.

"The Black Olympians: 1904-1984" is the official Olympic Arts Festival exhibit brought to Chicago through special arrangements with the California Afro-American Museum of Los Angeles. It is a historical examination of the effect the advances of black athletes have had on American society.

The premiere showing of "Choosing: Art and Art Criticism by Black Americans 1925-1985" will be at "Black Creativity 1986." The exhibition consists of analysis of paintings, prints, sculpture, and mixed media works that reflect the history of modern art and art criticism by black Americans.

Sixty-nine artists will show 125 works of art in the "Juried Art Show," an annual competition featuring the best entries submitted internationally in painting, sculpture, photography, video, graphic arts, and mixed media.

A series of three career conferences will be directed to students, teachers, counselors, and parents at 10:30 a.m. and 1:30 p.m. sessions Fridays in the Auditorium. "Careers in Science, Business, and Technology" is scheduled for Feb. 14. "Careers in Sports" will be held Feb. 21. "Careers in Preventive Medicine and Health Care" will conclude the series Feb. 28.

The Little Theater will be the scene of the 2:30 p.m. series of Saturday symposia offered in conjunction with the "Choosing" exhibition. "The History of Black Art" will be discussed Feb. 1. "The Feminist Dimension" will be offered Feb. 8. The series will end Feb. 15 with "Prints and Sculpture."

A special Martin Luther King Jr. symposium is scheduled for 3 p.m., Feb. 3 in the Little Theater.

Three Saturday workshops will be offered at 11 a.m. and 1 p.m. in the West Pavilion: "Tie-Dye," Feb. 8; "Applique," Feb. 15; and "Quilting," Feb. 22.

Music, dance, and puppetry programs will be presented throughout the month in the Auditorium. Performers include the Joseph Holmes Dance Theatre, Mwata Bowden, the Darlene Blackburn Dancers and the Thunder Sky Drummers, Frances Sanders, From Bach to Bebop, Billy Branch, the Chicago Chamber Orchestra, and The Puppet Place.

All programs described above are free and open to the public.

The "Black Creativity 1986" Program has been planned with the assistance of an advisory committee of leaders from the civic, business, and academic communities.

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Black History Month

Celebrate Black History Month in February with these learning activities.

Important Black Americans

Study the contributions of black people in many different fields. (The three names suggested in each category are not intended to be a complete list.)

- Scientists & Inventors:
  Washington Carver
  Granville Woods
  Henry Blair
- Arts & Entertainment:
  Langston Hughes
  Duke Ellington
  Dr. Bill Cosby
- Government:
  Dr. Ralph J. Bunche
  Shirley Chisholm
  Julian Bond
- Sports:
  Jesse Owens
  O. J. Simpson
  Kareem Abdul-Jabbar
- Civil Rights:
  Dr. Martin Luther King, Jr.
  Harriet Tubman
  Frederick Douglass

Time Line

Make a time line showing important events in black history.

Learning About Black History

Make a picture book about a person in black history. Give the book to a student in a primary grade.

Black History Poster

Fold a 12" x 18" paper two times to get four sections. Trace a circle in the center of the paper. Make a poster about a person in black history. Draw the person and the dates of his or her birth/death in the circle. In each of the four sections, draw something important in that person's life.

APPENDIX P

WORKSHOP VI AGENDA

AND HANDOUT

PARENT-CHILD INTERACTION WORKSHOP VI

AGENDA

Storytelling Through Oral and Written Language

A. Greeting

B. Value of Storytelling

C. Movie

D. "Make and Take" Activity

E. Discussion Period

Activities to Develop Language

Talk to your child about daily happenings and try not to use baby talk. One of the most important achievements a child acquires in the early years is language. The more language a child gains before learning how to read will make him a better reader. Children need to practice their language and they also need to learn new vocabulary. The following activities will help your child practice and, hopefully, learn new language skills.

Puppets

YOU NEED: puppets

YOU DO: Puppets can be used as great conversation starters. Dramatize favorite nursery rhymes or stories.

Twenty Questions

YOU DO: Play a simplified version of twenty questions with your child. Some examples could be: "How do you feel today?"; "What did you do at school today?"; "What color do you like best? Why?"; or "What would you do?"

Nursery Rhymes

YOU DO: Have your child listen to a favorite nursery rhyme. Then have him repeat it back to you. Repeating nursery rhymes is important for many reasons; they help to increase vocabulary and train your child's memory.

Reading Aloud

YOU NEED: a storybook

YOU DO: Read to your child, he will gain new vocabulary and learn to associate words with books.

Storytime Reversal

YOU NEED: a storybook

YOU DO: Reverse roles with your child, have your child tell you one of his favorite stories using a picture book.

Pretend Telephone Conversations

YOU NEED: a toy telephone

YOU DO: Use a toy telephone to practice new vocabulary and practice telephone skills.

Telephones

YOU DO: Encourage your child to converse on the telephone, and answer the telephone properly.

Whisper Games

YOU DO: Whisper in your child's ear. Have your child repeat what he has heard.

Puppets

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Dear Parents,

At school we enjoy retelling familiar stories or making up original stories for puppet characters. One problem we have is that there isn't enough time for each child to talk. You and your child can make puppets for some of the stories you enjoy and have your own puppet show. Some simple ones are:

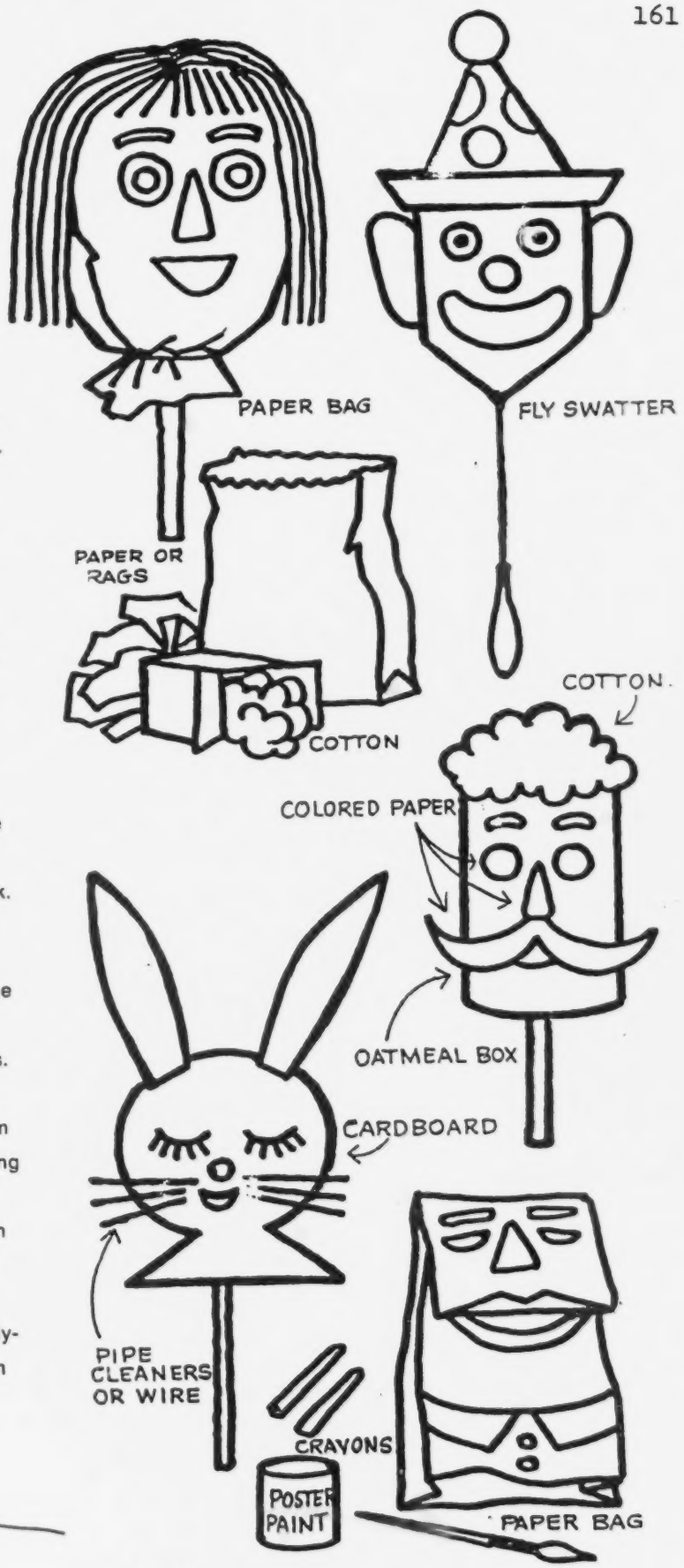
1. Stick puppets. These are the easiest puppets to make and use. Make your story characters on heavy paper or on cardboard with crayons or paint. Cut the figures out and attach them to a ruler or any stick that can be used to hold the puppet and move it. Hold the stick behind a table or a large box and move the puppet to act out its part in the story. Your child can supply the talk.
2. Paper bag puppets. Puppets can be made by filling paper bags with shredded newspaper. Insert a stick and tie a string securely around the neck of the bag. Add a face, hair, and clothing. Use in the same way that you used stick puppets.

Paper bag puppets can also be made by cutting out faces and pasting them on the bottom and one side of a paper bag. The face is cut along the mouth so that the fold in the bag comes at the same place as the mouth. Place your hand in the bag, with the fingers folded into the bottom, and move it as if the puppet were talking.

3. Fly swatter puppets. A fly swatter has a ready-made handle for a puppet. All kinds of faces can be attached to the swatter.

Sincerely,

Deborah Domain



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Títeres

Queridos padres,

En la escuela, nos divertimos contando cuentos conocidos o creando cuentos originales. Lo hacemos para poder hacer una comedia con los títeres como personajes. Un problema que tenemos es que no hay suficiente tiempo para que cada niño tome parte en la comedia. Posiblemente, les gustaría hacer muñecos para algunos de los cuentos favoritos que les guste más a usted y a su hijo. De esta manera, ustedes pueden tener su propia función de títeres. Unos muñecos muy sencillos para hacer son:

1. Muñecos a base de un palo. Estos son los muñecos más fáciles de hacer y de usar. Haga los muñecos para el cuento de papel grueso o de cartón. Use lápices o pintura para pintar sus muñecos. Después, corte las figuras y péguelas a una regla o a cualquier palo que pueda ser usado para sostener y también mover el muñeco en diferentes posiciones.

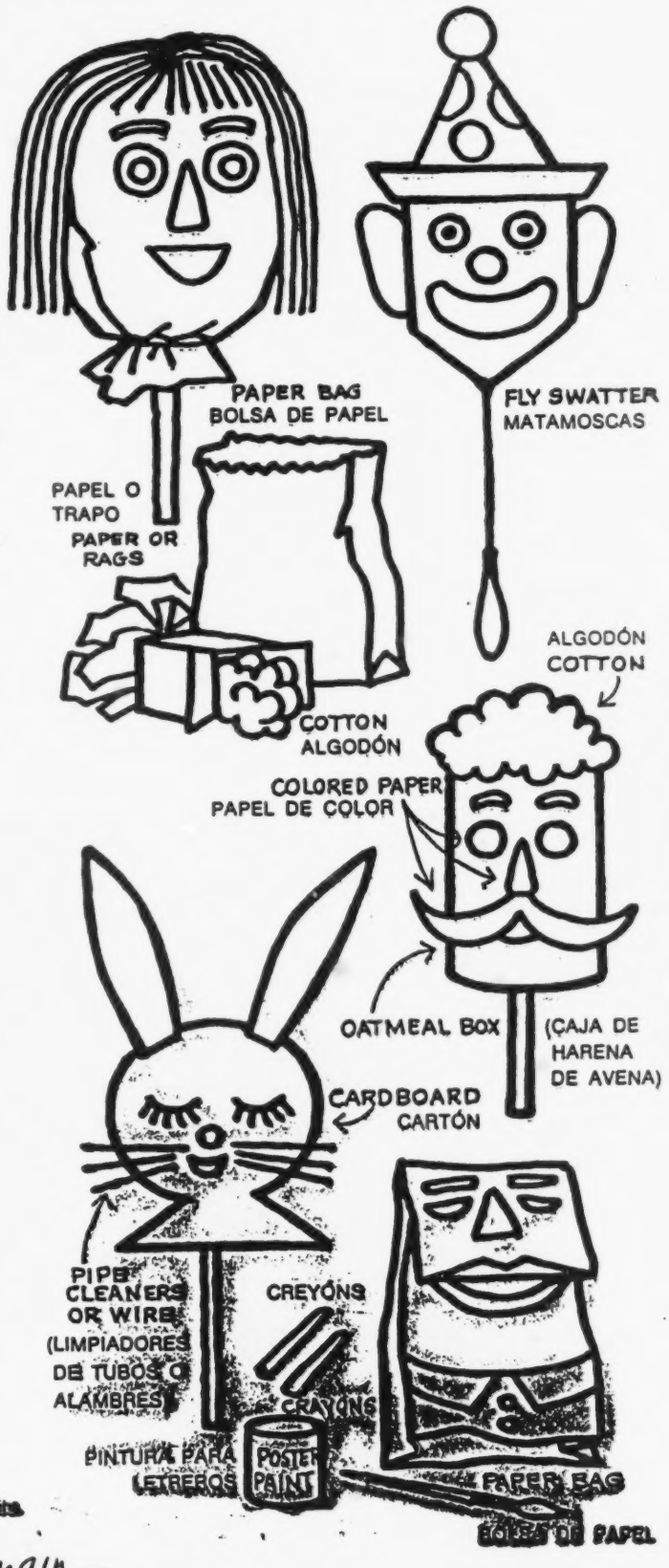
2. Muñecos hechos de bolsas de papel. Otros muñecos pueden hacerse llenando bolsas de papel con recortes de periódico. Después, meta un palo por la bolsa y cierre firmemente el cuello de la bolsa con un cordón. Después de esto puede añadirse una cara, cabello y ropa.

Los muñecos de papel también pueden hacerse de esta manera: corte una cara y péguela en el fondo de la bolsa. La cara debe ser cortada al borde de la boca a fin de que el pliegue de la bolsa se halle en la misma posición que él de la boca. Ponga su mano dentro de la bolsa en una posición en que sus dedos estén doblados en el fondo de la bolsa; después haga movimientos con su mano como si estuviera hablando el muñeco.

3. Muñecos hechos de matamoscas. Un matamoscas hace un mango ideal para utilizarlo para hacer un muñeco. A un matamoscas se puede agregar una cara de cartón fácilmente.

Afectuosamente,

Deborah Domain



Tongue Twisters

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Dear Parents,

Clear pronunciation is one of the goals of our language program at school. We say the same sounds many times and in many ways. We especially enjoy saying the same sound over and over in tongue twisters.

Here are some to enjoy at home:

- ☐ Black bug's blood
- ☐ She sells seashells at the seashore
- ☐ A big black bear
- ☐ Rubber baby buggy bumper
- ☐ Peter Piper picked a peck of pickled peppers
- ☐ How much wood would a woodchuck chuck if a woodchuck could chuck wood?

Add other tongue twisters that you enjoyed as a child. Make new ones. Be prepared for a lot of laughing when you try to say them.

Sincerely,

Deborah Domain

Something to Read Together

ELETELEPHONY
Laura E. Richards

Once there was an elephant,
Who tried to use the telephant—
No! no! I mean an elephone
Who tried to use the telephone—
(Dear me! I am not certain quite
That even now I've got it right.)
Howe'er it was, he got his trunk
Entangled in the telephunk;
The more he tried to get it free,
The louder buzzed the telephee—
(I fear I'd better drop the song
Of elephop and telephong!)

Trabalenguas

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Queridos padres,

La pronunciación clara es uno de los objetivos de nuestro programa de lenguaje en la escuela. Recitamos los mismos sonidos muchas veces y de distintos modos. Sobre todo, nos divertimos repitiendo el mismo sonido varias veces en "los trabalenguas."

Usted y su familia se pueden divertir con los siguientes "trabalenguas."

Un tigre
Dos tigres
Tres tigres
El cielo está enladrillado
¿Quién lo desenladrillará?
El desenladrillador
Que lo desenladrille
Buen desenladrillador será

Usted puede añadir otros "trabalenguas" de los que le gustaban cuando era niño. Usted y su familia también pueden elaborar nuevos "trabalenguas". Prepárense a reírse mucho cuando traten de pronunciarlos.

Atentamente suyos,
Deborah Domain

Algo Para Leer Juntamente y Traducir

ELETELEPHONY
Laura E. Richards

Once there was an elephant,
Who tried to use the telephant—
No! no! I mean an elephone
Who tried to use the telephone—
(Dear me! I am not certain quite
That even now I've got it right.)
Howe'er it was, he got his trunk
Entangled in the telephunk;
The more he tried to get it free,
The louder buzzed the telephee—
(I fear I'd better drop the song
Of elephop and telephong!)

ACT OUT A STORY

1. First TELL or READ a story that children know well and like, such as "THE THREE BEARS" or "PETER RABBIT." STOP DURING THE STORY, when you get to a word the children know, and let them FILL IT IN ···

   "Someone's been eating my _____." (the children will say, "porridge").

2. Now, TELL THE STORY AGAIN. Let each child choose the person or animal he wants to be, and have him ACT OUT his part.

3. No costumes or props are really needed ··· just children's natural love of pretending.

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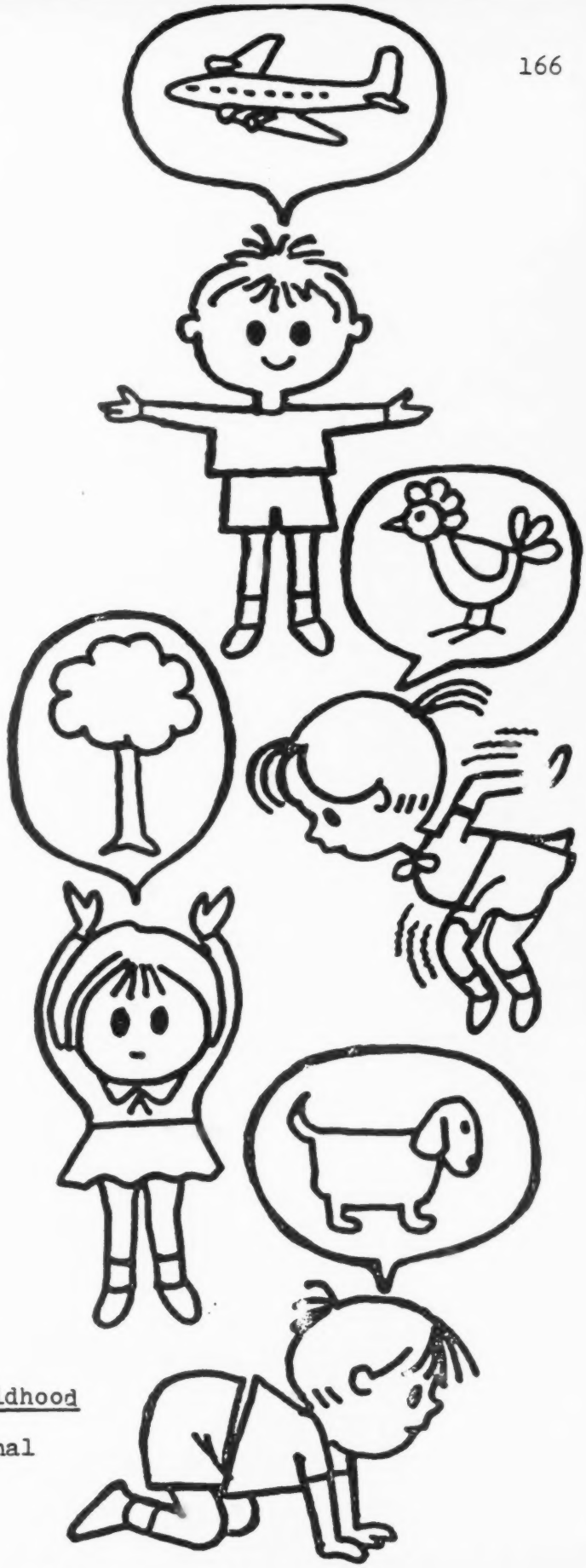
Acting Out Stories



Dear Parents,

As we read stories at school we often act out the parts in imaginative ways. Children retell the story in their own words and with body movements that help us understand what happened.

When you read with your child, plan to act out some of the stories, with family members taking different parts. Neighbor children can participate, too. No costumes or props are needed—just the imagination and understanding of the children. Some suggestions are:

☐ Read the story orally with children listening.

☐ Assign characters and then read the story again with each person listening carefully for his part.

☐ Act out the story with natural conversation. Memorization is not necessary, although in some stories there are parts that are repeated, such as "Not I" and "I will" in "The Little Red Hen."

A variation is to tell the story and let the children pantomime characters. Stories with action are good ones for pantomime.

Sincerely,

Deborah Domain

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Representación

Queridos padres,

Cuando leemos cuentos en la escuela muchas veces representamos el papel del personaje con fantasía. Los niños repiten los cuentos con sus propias palabras y con movimientos del cuerpo que nos ayudan a entender lo que ha pasado.

Cuando lea con su hijo, trate de representar algunos cuentos dando un papel distinto a cada miembro de la familia. También, podrían participar los niños del vecindario. No se necesitan vestuarios o arreglos especiales —solamente la imaginación y el entendimiento del niño. Algunas sugerencias son:

Lea el cuento a los niños en voz alta.

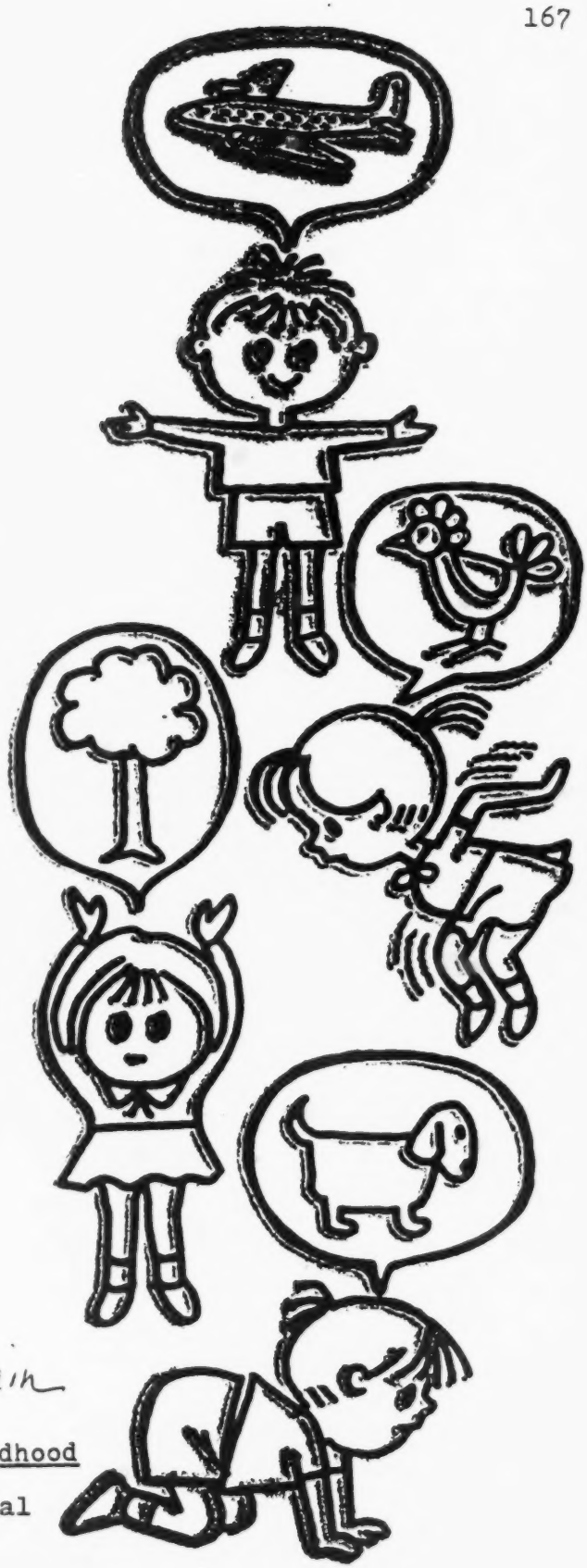
Dé un papel a cada niño y léales el cuento otra vez. Cada uno deberá escuchar su parte con más atención.

Represente el cuento en tono normal. No es necesario aprenderlo de memoria, aunque en algunos cuentos hay partes que se repiten, tales como: "Yo no" y "Sí, lo hago" en el cuento de "La gallina colorada."

Una variación es leer el cuento a los niños y dejar que hagan el papel de los personajes. Cuentos con acción son adecuados para la mímica.

Afectuosamente suyos,

Deborah Domain



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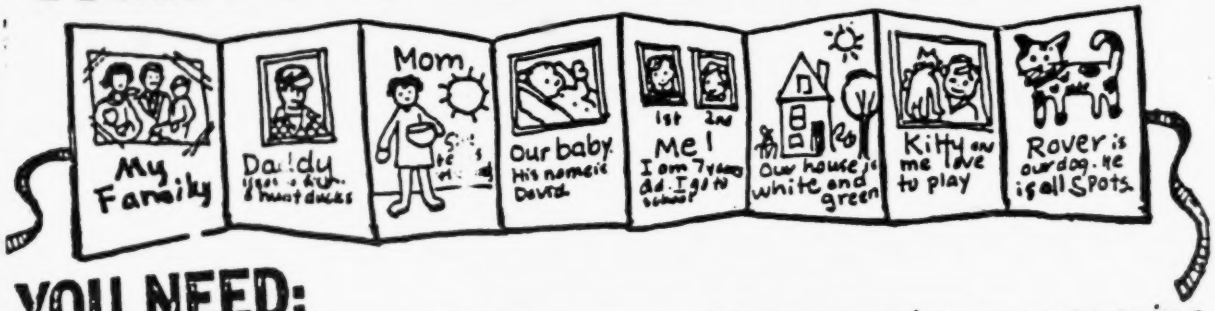
WRITE YOUR OWN BOOK



YOU NEED:

- Construction paper* • Scissors • Photographs or magazine and newspaper pictures
- Crayons or markers • Yarn
- Tape (cloth or masking) • Glue

* or shirt cardboards

YOU DO:

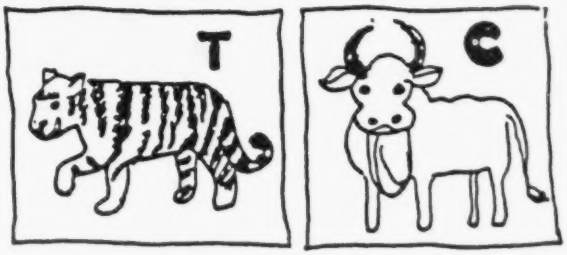
1. Arrange all of your construction paper pages in a row. Then tape them together, fold along the taped edges accordian-style, and you have the beginning of a book.

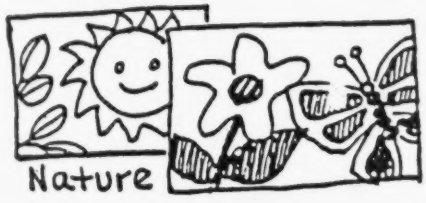
2. Draw or glue on pictures or photographs. Label each one, or write a story about them.

3. Fold the book up; then tape a long piece of yarn to the back and front pages, so you can tie the book together.

BOOK IDEAS

- My family • My pets • My favorite toys • My Nature Book
- Our vacation • A trip to the zoo • ABC's
- My favorite story or fairy tale
- Friends on my block • Poems





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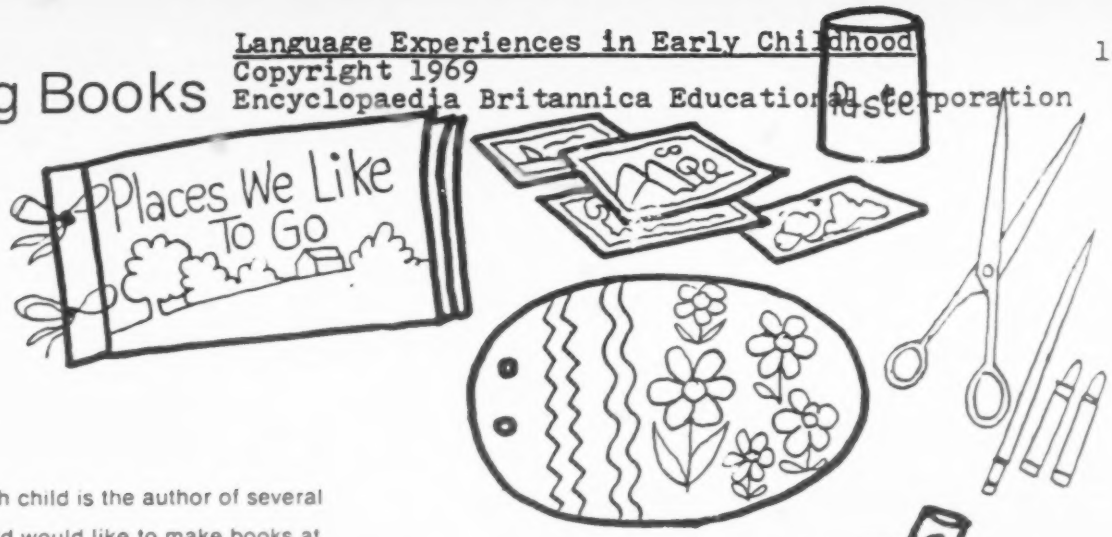
Making Books

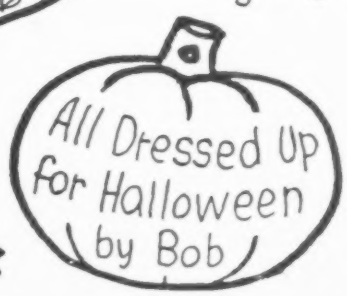


Dear Parents,

At school each child is the author of several books. Your child would like to make books at home, too. They need not be more than three or four pages in length, but an attractive cover should set each book apart as something special.

Make several kinds of books:

1. Books coauthored with a parent. Make up a story together. One of you can make the pictures, the other the story. Another way is for one author to make one page and the other the next one.
2. Alphabet books. Choose a letter of the alphabet—maybe the first letter of your child's name. Together find pictures of items whose names begin with that letter of the alphabet. Cut pictures from newspapers and magazines, paste them in the book, and label them. Read the book orally together, saying the words that begin alike.
3. Shape books. For special occasions cut the paper for a book in a shape to represent the occasion—pumpkin, tree, heart, egg, cake, etc. Each page can be about the occasion.
4. Books without words. Paste in a book a series of pictures that suggest a story. Try to tell different stories from the same pictures. Use the books with friends. Paint your own picture story.
5. Poetry books. Copy poems which you like to say together. Paste the poem on one page of a book and make an illustration on the other. Read the poems aloud. Memorize some of them.
6. Books on the senses. Make books on how things smell, taste, feel, sound, and move. Use pictures and words to describe them.



Sincerely,

Deborah Domain

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La Construcción De Libros

Queridos padres.

En la escuela, cada niño es autor de varios libros. Quizás, también a su hijo le gustaría hacer libros en casa. No es necesario que los libros contengan muchas páginas, unas tres o cuatro páginas son suficientes. Cada libro debe tener un forro distinto para que cada uno signifique algo especial.

Los libros pueden ser de diferentes tipos.

1. Libros escritos en colaboración. Quizás, usted y su hijo puedan escribir juntos un cuento. Uno puede sacar las fotografías y el otro puede escribir la historia. Otra manera de escribir una historia es: que uno escriba una página y que la otra persona escriba la siguiente página.

2. Abecedarios. Escoja una letra del alfabeto —posiblemente la primera letra del nombre de su hijo. En compañía de su hijo, observe las cosas a su alrededor para ver si pueden encontrar fotos u otras cosas con la primera letra del nombre de su hijo. Otra cosa que pueden hacer es cortar fotos del periódico y de revistas, después use pasta para pegar las fotos en el libro. Los libros deben ser marcados de forma que sea más fácil encontrar las fotos.

3. Libros de diferentes formas. Cada libro puede ser diferente de manera que cada uno represente una figura distinta. Después de que usted haya cortado cada figura, úselas para los forros de sus libros. Unos ejemplos que puede usar usted son: una calabaza, un árbol, un corazón, un huevo, un pastel, etc. Las figuras de papel se pueden usar para las páginas de su libro también. Cada página tratará el tema correspondiente a la figura.

4. Libros que no contienen palabras. Una sugerencia podría ser: pongan en orden unas fotos para que sugieran una historia. Usted puede usar esas mismas fotos para inventar diferentes historias. Posiblemente, le gustaría usar esos libros con sus amigos. Otra sugerencia es que usted pinte los dibujos correspondientes a la historia.

5. Libros de poesía. Quizás les gustaría hacer copias de los poemas que más les agraden. Sugeriríamos que peque el poema en un lado de una página y la ilustración en el otro.

6. Libros sobre los cinco sentidos. Haga libros que traten del olor, del gusto, del tacto, del sonido y del movimiento de las cosas. Después de que usted haya hecho eso, use fotos y frases para describir como se sienten las cosas.

Atentamente suyos,

Deborah Domain

LOOK AT ME!

A book about me, written by me!

1. Think about all the things that make you YOU... your favorite toys, games, books; your pets, trips; and even special people in your life.

2. Put down one idea on each sheet of paper and illustrate it by drawing or pasting on pictures. Write a caption! (Younger children could dictate their thoughts.)

3. Assemble your pages into a book: punch holes and tie with yarn.

4. Save your book until you're older. What fun to remember "way back when!"

One day, you may even have a child of your own to "Look at you!"

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Painting and Writing

Dear Parents,

Long before your child can write his own ideas, he can make pictures of them with crayons and paint. To make them meaningful to others, a few words can be added to some of the paintings.

After your child makes a painting, talk about it, using names of people who may be in it. Discuss the color of things, their size, and their texture. Talk about things that might move and how they move.

From the discussion, let the child select one or two things for you to write. As you write, talk about the letters you use and reread the words from time to time. Do not do this as if you are teaching the child, but do it as if you are reminding yourself of what is taking place when you make reading from speech.

When your child begins to ask questions and make comments about the writing, talk together about such topics as:

- ☐ Letters that are the same
- ☐ Words that are the same
- ☐ Words that begin alike
- ☐ Capital and lowercase letters
- ☐ Words the child can recognize
- ☐ Words in the story that the child can find somewhere else

The sketches suggest ways to vary the pictures and stories.

Sincerely,

Deborah Domain

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El Arte De Pintar Y De Escribir

Pintura para Letreros

Queridos padres,

Mucho antes de que su hijo pueda escribir sus propias ideas, puede hacer dibujos de sus ideas con lápices y colores. Para que los otros puedan comprender las pinturas, se puede añadir unas cuantas palabras a algunos de los dibujos.

Hable con su hijo de alguna de las pinturas que ha terminado y al mismo tiempo usen los nombres de la personas que se encuentran en la pintura. Discutan acerca del color, el tamaño y la consistencia de las cosas. Hablen también de las cosas que tienen movimiento y como se mueven.

Después de la discusión, deje a su hijo que escoja una o dos cosas que usted escribirá. Mientras que usted èscribe, hable con su niño acerca de las letras que usted usa y vuelva a leer las palabras de cuando en cuando. No haga eso como sí usted estuviera enseñando a su niño, sino como sí usted recordara de lo que sucede cuando usted pasa de la lectura al hablar.

Cuando su hijo empiece a hacer preguntas y comentarios de lo que usted escribió, hablen juntos de temas tales como:

Letras iguales
Palabras iguales
Palabras que empiezan de igual manera
Mayúsculas y minúsculas
Palabras que el niño pueda reconocer
Palabras en el texto que el niño pueda encontrar en alguna otra parte

Los ejemplos en esta página sugieren de que manera usted y su hijo pueden variar los dibujos y las historias.

pegar o engrudo

tira de un cuento

cuento para los niños

cuento para los niños

Atentamente suyos,
Deborah Domain

APPENDIX Q

WORKSHOP VII AGENDA

AND HANDOUT

'ARENT-CHILD INTERACTION WORKSHOP VII

AGENDA

Reading Readiness Skills

A. Greeting

B. Importance of Reading Readiness Skills

C. "Make and Take" Activity

D. Handout Distribution

E. Discussion Period

PARENT-CHILD INTERACTION WORKSHOP VII

READING READINESS SKILLS

FUN WITH SHAPES

THIS IS A CIRCLE

It is round.

1. Look around your house or classroom and find some circles.
2. Do you see a clock, a can, a jar lid, wastebasket or plate?
3. Place the can or jar lid on a piece of paper and trace around it.
4. Count the circles. Which is the smallest, which the largest?
5. Color your circles and cut them out, if you can.

- Circles

- Squares

- Triangles

THIS IS A TRIANGLE

It has 3 corners and 3 sides.

A sandwich half can look like a Triangle. So can a piece of pie or a witch's hat.

THIS IS A SQUARE

It has 4 corners and 4 sides.

1. Find some things that are square, like a block, a box, a napkin or a window.
2. How many did you discover?
3. Take a ruler and measure each side. Are they all the same?

If two sides are longer, it is a RECTANGLE, not a square.

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GUESS WHAT'S MISSING

YOU NEED:

- Familiar objects like a brush, button, pencil, book, cup, etc.

YOU DO:

1. Have Mom place 3 or 4 familiar objects on a tray or table.
2. Name each item several times.
3. Cover or close your eyes while Mom removes one object.
4. See if you can recall which object is missing... name it.

VARIATION:
Use 3-5 identical objects of different colors (crayons, socks, pens, spools of thread). Try to guess which color was removed.

FOR OLDER CHILDREN:
Place more objects on the table. Remove several at a time.

LOOKING OUT THE WINDOW

During the Day:

Do you see the sun? some fluffy clouds?
- what color is the sky?
- Are there leaves on the trees?
  Are they green? red?
  orange? yellow?

Do you see big busses filled with people?
Can you count the cars?
- are they black, red, blue, white?

Can you find a big truck? What kind?
- are there words on the side?

Count the people you see walking
- what are they wearing?
  where do you think they are going?

At Night:

It's fun to look out the window before bed-time. What do you see?

- What shape is the moon?
- Can you hear anything?
  a horn? a train whistle? an airplane?
- Look for moving car lights
  What other lights can you see?

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Using the Newspaper

Dear Parents,

A newspaper is a great teaching tool for children. We use newspapers for many purposes at school, and you can help your child enjoy looking at them and using them at home.

Here are some things your child can do with old newspapers:

1. Find alphabet letters that are alike on a newspaper page.
2. Match capital and lowercase letters.
3. Find numerals that are alike.
4. Find words your child can read, such as 7-Up, Pepsi, Coca-Cola, Kellogg's.
5. Paint on newspapers. The printed background gives interesting and delightful effects to paintings.
6. Practice cutting out things from the newspaper advertisements.
7. Drill on eye movement from *left* to *right* on a page and from *top* to *bottom*. Practice finding something in the middle of the page, on the top, on the right side, etc.
8. Use the comics for telling stories about the pictures before you read the comics.
9. Make costumes out of newspapers, for example, hats, coats, chaps, collars.

Sincerely,

Deborah Domaine

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Usando El Periódico

Queridos padres,

Un magnífico instrumento para la enseñanza de los niños es el periódico. En la escuela utilizamos el periódico para muchos proyectos. Usted y su familia pueden ayudar a su hijo a disfrutar del periódico mirándolo y utilizándolo juntos en casa.

Aquí hay algunos ejercicios que su hijo puede practicar con periódicos viejos:

1. Comparar letras del abecedario que sean semejantes; para eso solamente se necesita una página de periódico.
2. Poner juntas las mayúsculas y las minúsculas.
3. Comparar números semejantes.
4. Buscar palabras en el periódico que su hijo pueda leer, tales como: 7-Up, Pepsi, Coca-Cola, Kellogg's.
5. Su hijo puede pintar encima de los periódicos. El fondo impreso produce interesantes efectos en las pinturas.
6. Su hijo puede prácticarse recortando anuncios del periódico.
7. Usted y su hijo deben tratar de concentrarse en el movimiento de los ojos de izquierda a derecha y también de arriba abajo. Practiquen eso en una hoja de papel. Practíquenlo también buscando algún anuncio en medio de la página de un periódico. Pueden hacer lo mismo en lo alto de la página, o al lado derecho de la página etc.
8. Antes de leer las historietas en el periódico, traten de observar los dibujos para contar el argumento usando solamente los dibujos.
9. Los periódicos pueden utilizarse para hacer un vestuario, por ejemplo: sombreros, abrigos, chaparajos, cuellos.

Atentamente suyos,

Deborah Domaine

GROCERY STORE

lake a game of shopping for groceries —

isit the fresh fruit and vegetable section. How many different kinds nd colors can you count ?

RED
apples
beets
tomatoes

YELLOW
lemons
squash
bananas

GREEN
limes
lettuce
cucumber

ORANGE
oranges
carrots

WHITE
cauliflower
onions

ook at the shapes and sizes of fruits and vegetables —

What is small and round ?

What is large and round ?

What is long and thin ?

What comes in bunches ? in stalks?

What is sold by the HEAD ? by the POUND ? by the DOZEN ?

What feels smooth, bumpy, prickly ?

Do you know what is hard on the outside and soft on the inside ?

Can you find some of these same fruits and vegetables in cans, or in the freezer packages ?

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GROCERY GAMES

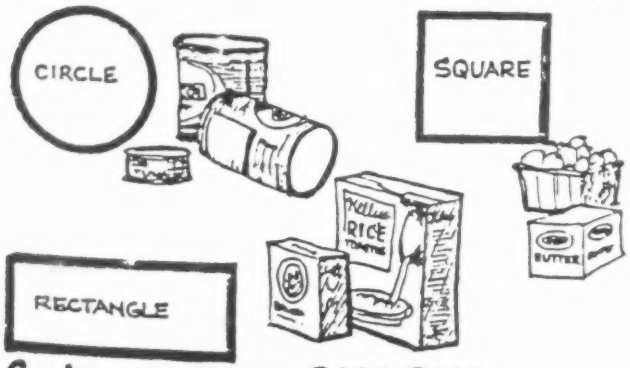
YOU NEED:

- Construction paper, or brown paper grocery bags
- Crayons or markers
- The contents of the grocery shopping

YOU DO:

Play some **LEARNING GAMES**, while putting away the groceries.

TRACE AROUND some of the various food containers (round cans, square boxes) on a large piece of paper, or right on the grocery bag.



Color in the SHAPES. Add the name and price, if you wish.

SORT THE GROCERIES according to:

categories - fruits, meats, vegetables, cereals

containers - metal, glass, cardboard, plastic

storage places - pantry, refrigerator, freezer, laundry

COUNT THE VARIOUS ITEMS. How many cans are there? Boxes? Jars? How many go into each storage area? Note the different colors and textures. Which foods are for breakfast, lunch, dinner, snack-time? What is your favorite?

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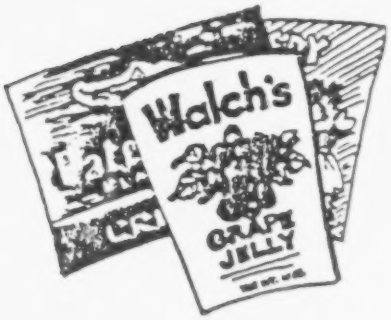
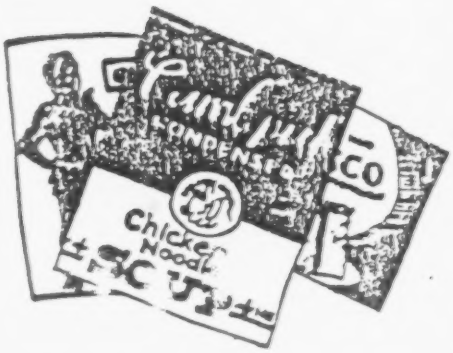


LABEL LOTTO



YOU NEED:

- DUPLICATE SET OF LABELS from cans, bottles, food boxes, etc.
- Cardboard or sturdy boxes (one for each player)
- Construction paper
- Scissors
- Glue

YOU DO:

1. LOTTO BOARD: Divide the cardboard into 4 sections and glue a different label onto each section.
2. PLAYING CARDS: Paste corresponding labels onto squares of construction paper.

3. TO PLAY:
- First, deal out the lotto boards.
- Next, put all the cards in a pile, face down, and take turns drawing a card.
- If you pick a label that MATCHES one on your board, place it over the corresponding picture. (Return unmatched cards to the bottom of the pile.)

The FIRST PLAYER to cover his board is the WINNER.

LABEL CONCENTRATION: Make 2 identical sets of label cards. Spread them out, face down, and take turns trying to find **matching pairs.** (Be sure to turn them back over, if they don't match.)

Letter puzzles

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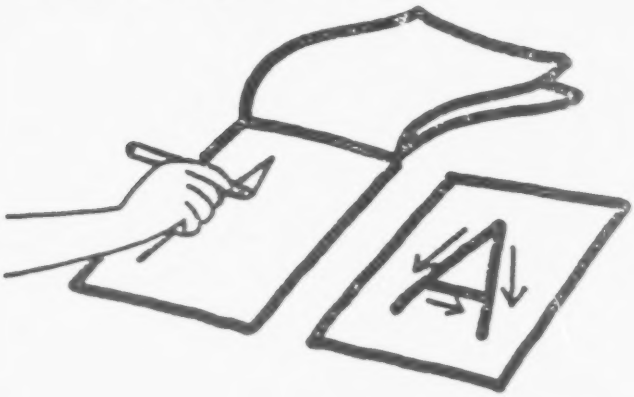

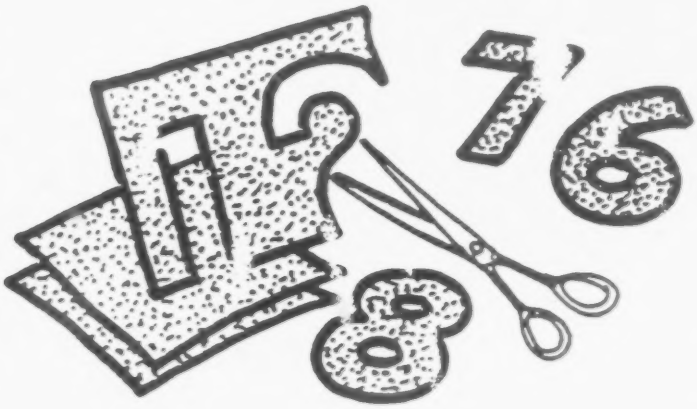

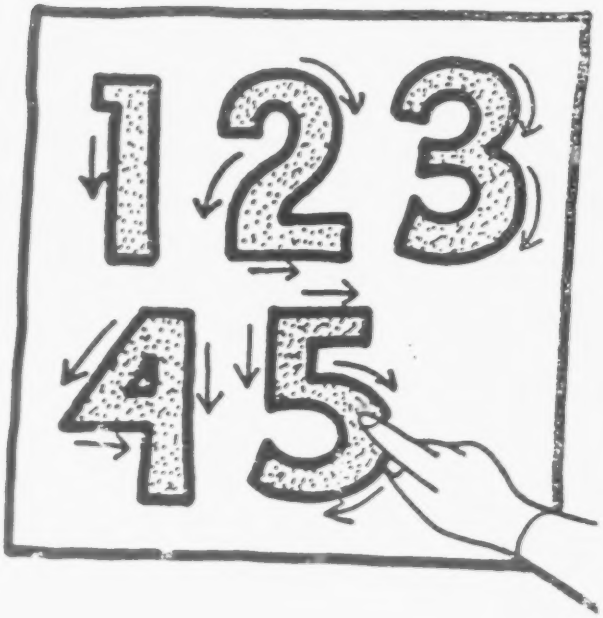

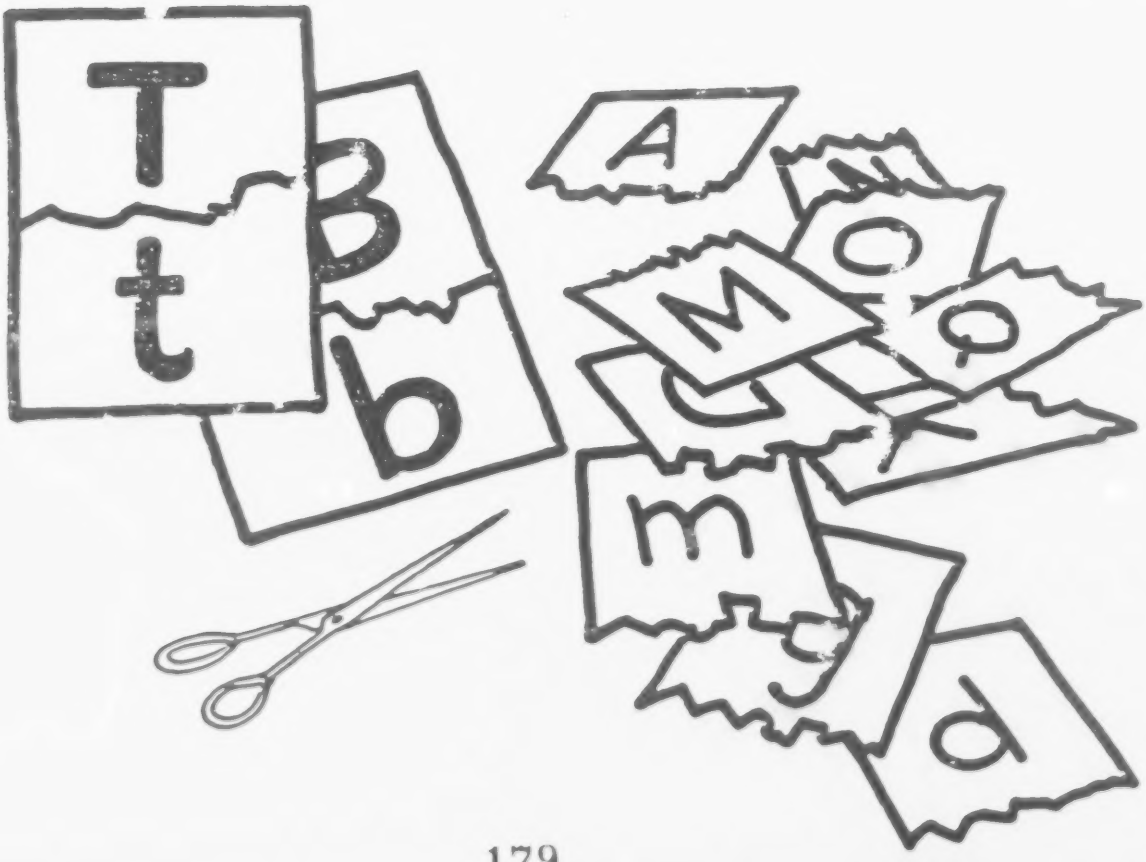

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KITCHEN COUNTERS

YOU NEED:

- Shirt cardboard or construction paper
- Scissors
- Glue
- Crayons
- Pantry odds and ends... dried cereal, beans, macaroni, toothpicks, bottle caps, cut-up straws, etc.

YOU DO:

1. Cut cardboard or paper into large squares to make your "COUNTING CARDS."
2. Glue ONE ITEM (ie: a jar lid) on the first card and write the number 1 on the back of the card.
3. Glue TWO ITEMS (ie: 2 pieces of macaroni) on the second card and write the number 2 on the back.
4. Make as many cards as you wish with the appropriate number of items on each.

A GAME FOR 2 OR MORE CHILDREN

Using your own set of cards, take turns matching, counting or guessing the correct numbers.

Making Collections

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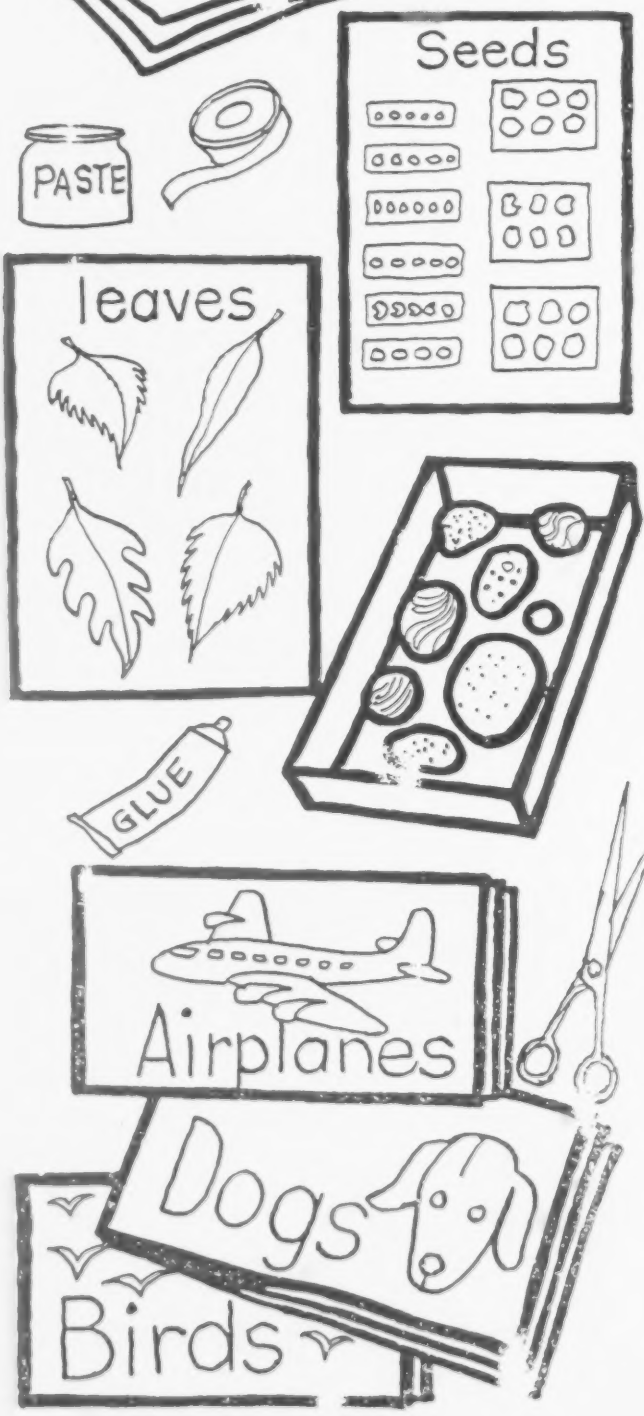

Dear Parents,

Your child is learning the names of many things, but more practice is needed. You can help by collecting things and labeling them with the correct names.

1. Collect leaves. Press them between pieces of newspaper by putting weights on them. Mount them on cards and write the name of the plant they came from—elm, maple, mesquite, oleander, etc.
2. Collect seeds. Small seeds can be mounted on cards with transparent tape. Large seeds can be wrapped in cellophane and taped to the card. Identify and label the kind of seeds—sunflower, lima bean, acorn, pecan, mustard, apple, etc.
3. Collect pictures. Make books of pictures of anything you and your child are interested in—cars, airplanes, birds, dogs, cats, houses, insects, boats, monkeys, spaceships, fabrics, foods, etc.
4. Label your collections with specific names. For example, use *English sparrow, robin, cardinal, blue jay, bald eagle,* instead of just *bird.*

Sincerely,

Deborah Domain

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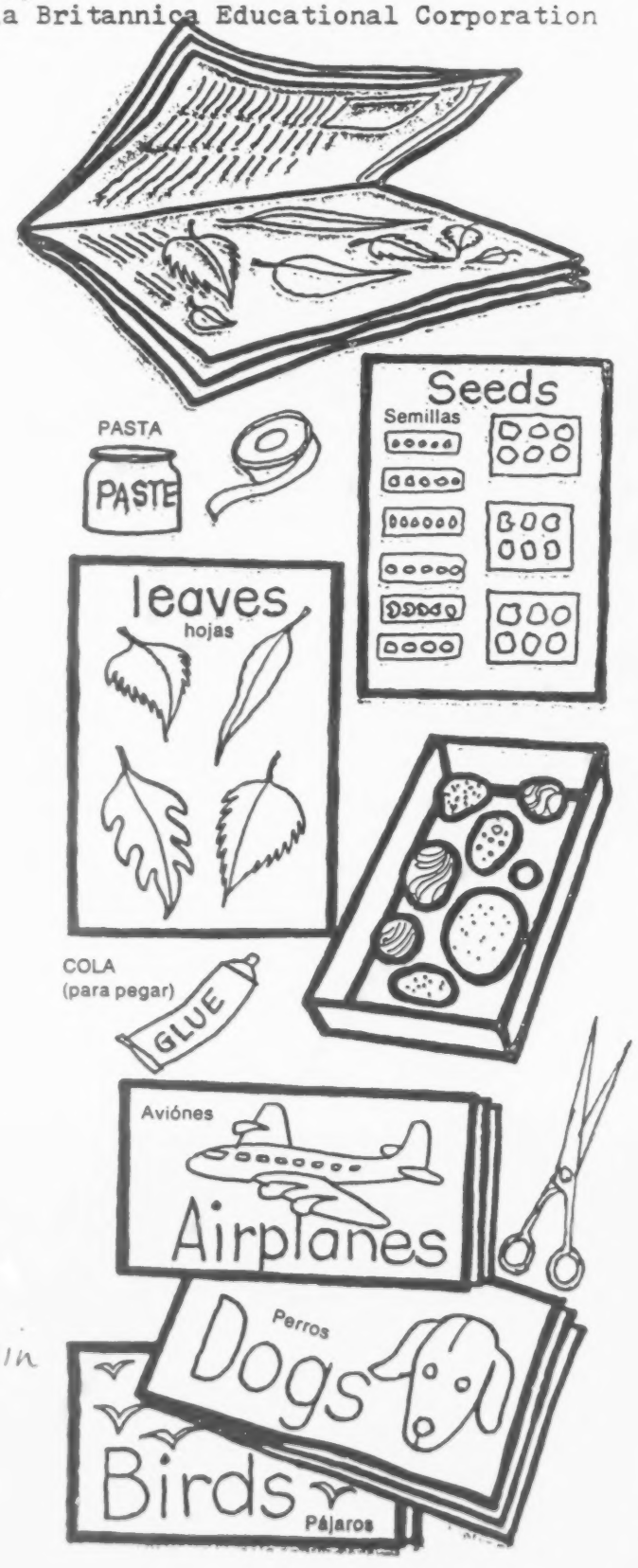
Colecciones De Cosas

Queridos padres,

Su hijo esta aprendiendo los nombres de muchas cosas, pero todavía le falta más práctica. Usted puede ayudarle de está forma. Haga colecciones de varias cosas y al mismo tiempo, marque cada cosa con su propio nombre.

1. Haga colecciones de hojas. Apriete las hojas entre las páginas de periódicos y ponga pisapapeles encima de las hojas. Ponga las hojas en tarjetas y escriba el nombre de la planta, por ejemplo: olmo, arce, mezquite, adelfa, etc.
2. Haga colecciones de semillas. Las semillas chicas se pueden colocar en tarjetas usando cinta de celofán para fijarlas. Las semillas grandes pueden envolverse en celofán y también pegarse a una tarjeta. Después, identifique y marque las clases de semillas, tales como: girasol, haba, bellota, pecán, mostaza, manzana, etc.
3. Haga colecciones de dibujos. Haga libros usando los dibujos que más interesen a su hijo y a usted, tales como: fotos de automóviles, fotos de aviones, fotos de pájaros, fotos de perros, fotos de gatos, fotos de casas, fotos de insectos, fotos de barcos, fotos de monos, fotos de naves interplanetarias, fotos de tejidos, fotos de alimentos, etc.
4. Marque sus colecciones usando nombres específicos, tales como: gorrión inglés, petirrojo, cardinal, especie de azulejo, águila calvo, en vez del solo nombre de pájaros.

Atentamente suyos,
Deborah Domain



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Reading Safety Signs

Dear Parents,

Most reading instruction will take place at school, but we need your help in teaching your child to read safety signs. As you walk together, ride a bus, or take an automobile ride together, observe the safety signs and read them. Play games that will help the child to read the signs independently.

Watch for some of these words:

stop	danger
go	do not enter
walk	entrance
don't walk	exit
open	go slow
closed	school zone
no parking	no passing
no left turn	keep right

Some traffic signs are always the same shape and same color. Make signs of cardboard and use them in the house and yard to play traffic games.

Sincerely,

Deborah Domain

Something to Read Together

STOP—GO
Dorothy Baruch

Automobiles
In
a
row
Wait to go
While the signal says:
STOP

Bells ring
Tingaling
Red light's gone!
Green light's on!
Horns blow!
And the row
Starts
to
GO

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La Lectura De Señales De Seguridad

Queridos padres,

La mayor parte del tiempo, se enseñará a leer en la escuela, pero necesitamos su ayuda para que enseñe a su hijo a leer las señales de seguridad. Mientras da un paseo con su hijo, o van en el autobús o en su coche, procuren observar las señales de seguridad y leán también los letreros. Participen en juegos que le ayuden a su niño a leer los letreros sin la colaboración de usted.

Fíjense en algunas de estas palabras:

alto	peligro
adelante	no pasar
camine	entrada
no camine	salida
abierto	despacio
cerrado	zona escolar
estacionamiento prohibido	prohibido adelantar
prohibido girar a la izquierda	mantenga su derecha

Algunos señales de tránsito son casi siempre del mismo color y tienen la misma forma. Posiblemente, a usted y a su hijo, les gustaría hacer letreros de cartón y utilizarlos en su casa y patio para hacer juegos de tráfico.

Atentamente suyos,

Deborah Domain

Algo Para Leer Juntamente y Traducir

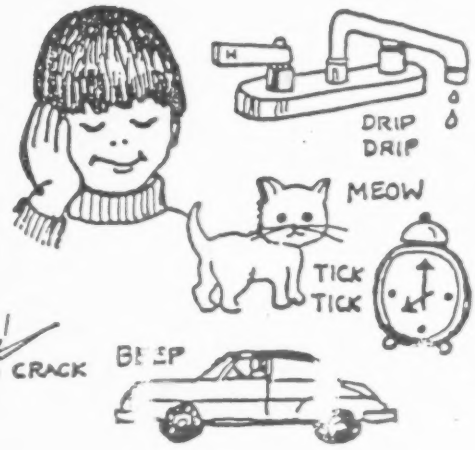
STOP—GO
Dorothy Baruch

Automobiles
In
a
row
Wait to go
While the signal says:
STOP

Bells ring
Tingaling
Red light's gone!
Green light's on!
Horns blow!
And the row
Starts
to
GO

FUN WITH SOUNDS

1. CLOSE YOUR EYES AND LISTEN...
What sounds do you hear?
(try this indoors and outside)
Which noises are very loud?
Which are soft?



2. HOLD AN EMPTY GLASS TO YOUR EAR.
Hear the noise the air in the glass makes.
Now fill the glass with water and listen.
What do you hear? NOTHING... because the water absorbs most of the sounds heard by our ears!

3. CAN YOU FEEL SOUND?
Put your fingers on your throat while you are singing a song. Can you feel the tingling?

Speak into an empty oatmeal box, and touch the bottom lightly. Can you feel the humming?

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Making a Calendar

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Dear Parents,

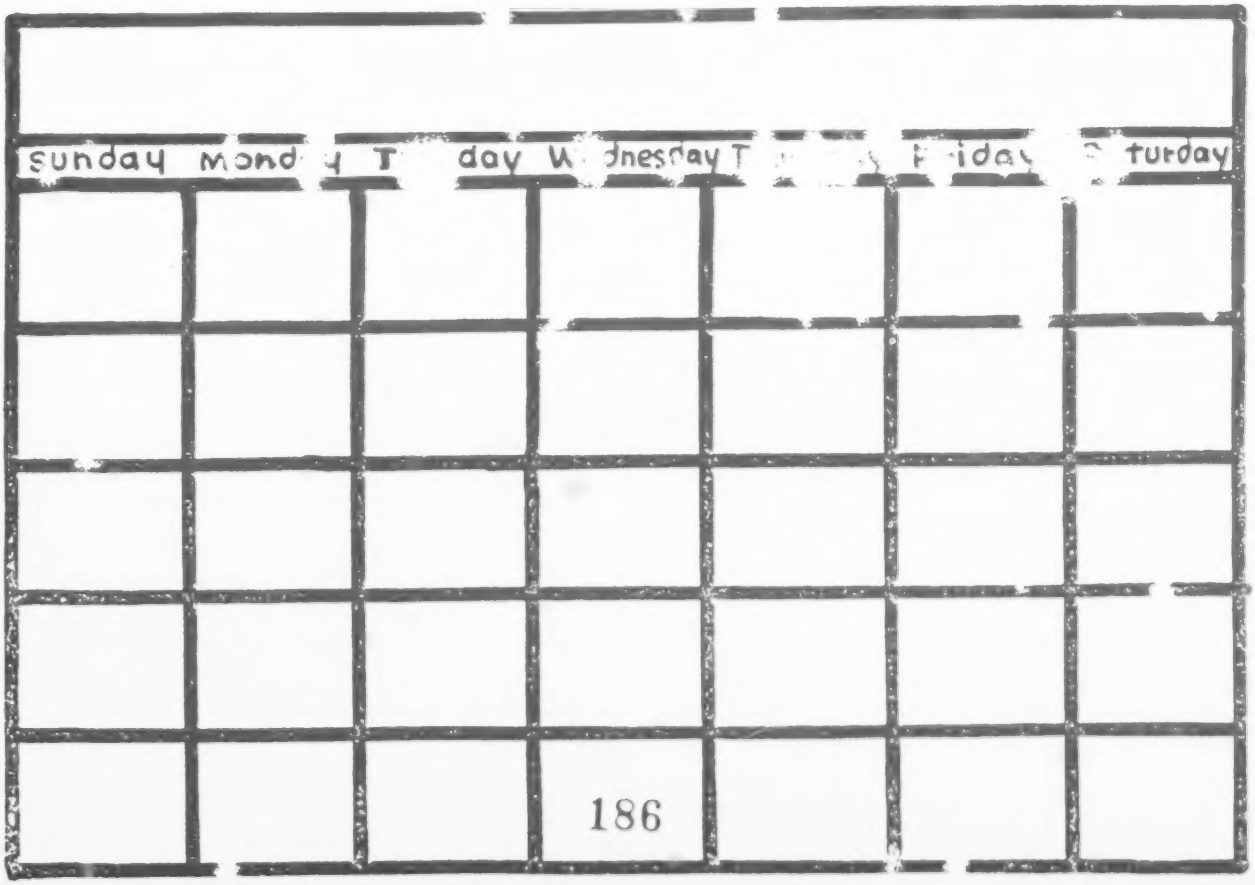
We are making a calendar for this month at school, but only one child each day can trace or write the date on our class calendar. Your child would like to trace or write the numerals for each day of the month on a calendar of his own.

Use the blank calendar for your child to write on. If he doesn't know how to make the numerals yet, you can make them lightly with a pencil so that he can trace over them with a crayon.

A symbol to represent the kind of weather can be added to each space. Below are some examples.

Sincerely,
Deborah Domain

sunny cloudy rainy snowy windy



APPENDIX R

WORKSHOP VIII AGENDA AND HANDOUT

PARENT-CHILD INTERACTION WORKSHOP VIII

AGENDA

Cinco de Mayo Celebration

A. Greeting

B. Parent Presentation

C. "Make and Take" Activity

D. Discussion Period

Cinco de Mayo

The fifth of May is a national holiday in Mexico. It is a celebration of winning a battle with French soldiers who were invading Mexico.

Do You Speak Spanish?

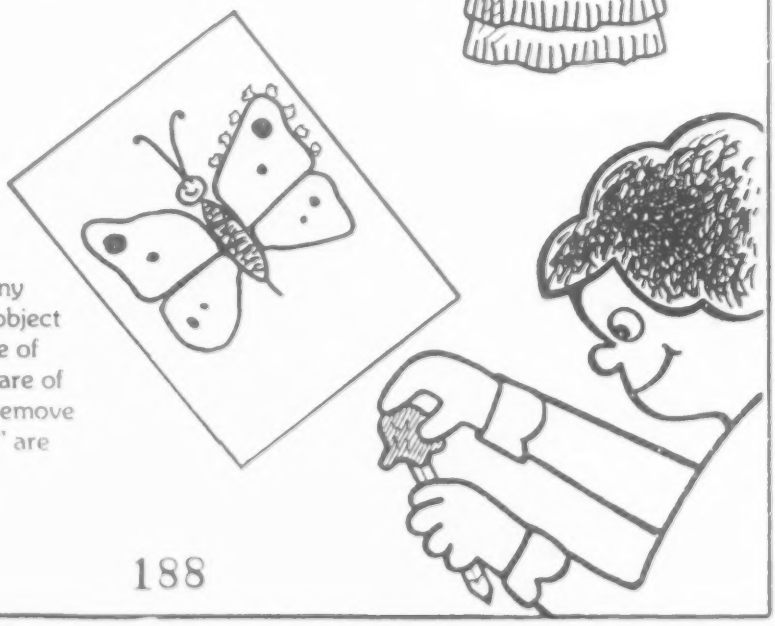
Spanish words for colors and numbers.

Make a Spanish/English dictionary.

rojo	red	1	uno
amarillo	yellow	2	dos
verde	green	3	tres
azúl	blue	4	cuatro
negro	black	5	cinco
moreno	brown	6	seis
morado	purple	7	siete
blanco	white	8	ocho
anaranjado	orange	9	nueve
		10	diez

Fiesta Time

At many Mexican holiday celebrations, children break open a piñata to get candy and coins from inside the animal. An easy way to make a piñata is to use a large brown grocery sack. Cut strips of crepe paper (approximately 2" wide) in bright colors. Have students cut the crepe paper, so it is fringed. Stuff the bag with crumpled newspaper. Have students paste crepe paper fringe around the bag until the bag is completely covered. Add candy and pennies and tie the piñata shut.



Crepe Paper Artwork

Precut 1½" squares of crepe paper in many bright colors. Each child draws a simple object (bird, flower, butterfly) on a 9" x 12" piece of construction paper. Students mold a square of crepe paper around the end of a pencil, remove and twist bottom. Crepe paper "twistees" are pasted all over the object.

Pinata—Mexican Game

A pinata is made of a clay jar or paper mache' covered with crepe paper to represent an animal, a bird, flower, or anything attractive filled with treats. A pulley cord is used to suspend it from the ceiling and lower it for children's reach. The child is blind-folded, given a stick to break the jar. As he or she strikes the cord, it is pulled out of his or her reach.

As the next child takes a turn, it is lowered for his or her opportunity to strike it. Continue until every child has a chance. Next time around, allow someone to break it. Then watch the fun.

APPENDIX S

WORKSHOP IX AGENDA AND HANDOUT

PARENT-CHILD INTERACTION WORKSHOP IX

AGENDA

Multicultural Literature

A. Greeting

B. Field Experience

C. Speaker

D. Discussion Period

The following list of children's books provide cultural information and help to stimulate language and cognitive development.

Aardema, V. Why Mosquitoes Buzz in People's Ears. New York: Dial Press, 1975.

Alexander, M. The Story Grandmother Told. New York: Dial Press, 1969.

Anderson, L. The Day the Hurricane Happened. New York: Charles Scribner's and Sons, 1974.

Behrens, J. Fiesta! Chicago: Children's Press, 1978.

Belpre, P. Santiago. New York: Warne, 1968.

Blue, R. Iam here: Yo estoy aqui. New York: Franklin Watts, Inc., 1971.

Brenner, B. Faces. New York: E.P. Dutton and Company, Inc., 1970.

Caines, J. Abby. New York: Harper and Row, 1973.

Carew, J. Children of the Sun. Boston: Little, Brown and Company, 1980.

_____. The Third Gift . Boston: Little, Brown and Company, 1974.

Clifton, L. The Boy Who Didn't Believe in Spring. E. P. Dutton and Company, Inc., 1973.

de Paola, T. The Legend of Bluebonnet, New York: Putnam, 1983.

Ets, M.H. Gilberto and the Wind. New York: the Viking Press, Inc., 1963.

Feelings, M. Jambo Means Hello: Swahili Alphabet Book New York: Dial Press, 1974.

_____. Moja Means One: Swahili Counting Book. New York: Dial Press, 1971.

Griego, M.C., B.L. Bucks, S.S. Gilbert and L.H. Kimball. Tortillitas Para Mama. New York: Holt, 1981.

Keats, E. J. Peter's Chair. New York: Harper and Row, 1967.

_____. The Snowy Day. New York: the Viking Press, 1962.

Lewin, H. Jafta. Minneapolis: Carolrhoda, 1983.

_____. Jafta's Mother. Minneapolis: Carolrhoda, 1983.

McDermott, G. Arrow to the Sun. New York: The Viking Press, 1974.

Musgrove, M. Ashanti to Zulu. New York: Dial Press, 1976.

O'Dell, S. Carlota. Boston: Houghton, 1977.

_____. Sing Down the Moon. Boston: Houghton, 1970.

Rockwell, J. To Spoil the Sun. New York: Holt, 1976.

Rosario, I. Idalia's Project. ABC: An Urban Alphabet Book in English and Spanish. New York: Holt, Rhinehart, and Winston, Inc., 1981.

Simon, N. All Kinds of Families. Chicago: Albert Whitman and Company, 1975.

Solbert, R. I Wrote My Name on the Wall. Boston, Little, Brown and Company. 1971.

Steptoe, J. Daddy is a Monster..., Sometimes. Philadelphia: Lippencott, 1980.

Wyndam, R. Chinese Mother Goose. New York: Philomel, 1982.

Yarbrough. C. Cornrows New York: McCann and Geoghegan, 1979.

Yep, L. Child of the Owl. New York; Harper and Row, 1977.

APPENDIX T

WORKSHOP X AGENDA AND HANDOUT

PARENT-CHILD INTERACTION WORKSHOP X

AGENDA

Kohl's Learning Center

A. Greeting

B. Field Experience

C. Speaker

D. Discussion Period

4 Section 7 Chicago Tribune Friday January 18 1985 NW

Tribune photo by Bill Hogg

Linda Weingart leads a tour through the old city of Jerusalem

New museum for children mixes learning and fantasy

By Roberta Kalchen Stein

When her 8-year-old daughter came home from school, an Evanston mother asked, "How was your class [illegible]"

"Great," was the child's reply. "I took a walk with a Bedouin, turned into Wonder Woman and worked out at a health club."

What is a mother who gets such a bizarre answer to do?—[a.] Tell the kid to quit fibbing? [b.] Cart her off to a therapist? [c.] Believe her?

In this hypothetical case, if her daughter's class went to the new Kohl Children's Museum at 165 Green Bay Rd. in Wilmette, she should relax and choose [c.]. For Dolores Kohl Solovy, founder and president of the new museum that will open Sunday, has built a small but unique hands-on haven with exhibits that inspire learning while fueling fantasies.

Solovy worked with the director of the Israel Museum to build the first of her museum's three exhibits, a re-creation of the multiethnic walled city of Jerusalem.

Young visitors, their parents and teachers can enter Jerusalem and step through the Jaffa Gate. Then it's into a tunnel much like those around the walls of the city. The taped sounds of moaning tunnel winds and dripping water are exciting, but not frightening. Children can pause to do a coin rubbing in the tunnel's walls and later turn a wheel to decipher the coin's secret code.

Walking out of the tunnel takes visitors into a bright square where life-size replicas of Jerusalem's historic defenders and invaders—including a crusader, a British soldier and a modern Israeli soldier—sit on a wall high above, peering down at sightseers.

Next is the "shuk," the Arab market where the smell of spices wafts through the air as merchants hawk their wares. Visitors can pull down any of the cos[illegible] [illegible] overhead and to [illegible] [illegible] Christian, Moslems, Bedouins or Armenians.

In a bakery window are the preserved pita breads and rolls that Solovy brought back from Jerusalem. Small hands are welcome to knead the available clay into similar shapes, place them on a bread shovel and push them into an ancient play oven.

There's absolutely no excuse for visitors to get lost in this Jerusalem. Guidebooks are available and the push of a button, beneath an enormous wall map of the city, lights up routes for confused sightseers.

Solovy purchased the rest of the museum's exhibits from the Denver Children's Museum. They include a walk through "Woolly Maze" exhibit which teaches museum goers all about wool via video-tapes, microscopes, pull-out wall panels and looms. (Or did you already know that lanolin for cosmetics and photographic film are made from wool?)

"Gym Shorts" is a kid-size health club and nutrition center. Children can hop on an exercycle, pedal it for two minutes, then discover what effect the stepped-up action has on their heartbeats. They can breathe into a disposable mouthpiece to find out if their lungs are holding the correct capacity of air. Or they (and brave adults who accompany them) can fasten a "fatometer" to their arms to determine whether those arms have the correct amount of fat.

The nutrition center teaches important facts in a fun way. For example, what's the most nutritious fast food for active people? Spin a wheel and find out. How long does it take to burn up one calorie? Squeeze a pump and don't stop until a machine gives you the correct answer.

Entering the "Who Am I?" exhibit is not unlike gulping down the contents of a bottle that reads, "Drink me." Kids can peer through various sets of holes in walls and via clever mirror techniques watch themselves become fantasy creatures such as the Incredible Hulk or Wonder Woman.

And the museum just may be the start of a career for the next generation's De Niro or Streep. Children can sit down at a dressing table, make up their faces, pop a wig on their heads and pluck the costumes of their choice from an old trunk. That's what the "Be a Star" exhibit is all about.

Soon to join the other exhibits will be an archaeological workshop entitled "I Dig It," a study of math concepts called "Figure It Out" and "Stay Tuned," which will teach children to make videotaped commercials.

Solovy, a former teacher and highly regarded educator, said she built the museum for the same reason she founded two teaching centers in the Chicago area and two more in Israel, and helped found hundreds more nationwide.

She said she was concerned when she saw television turning children into passive, rather than active, students, so her centers are filled with ideas and materials that bring active participation back into classrooms—hoping to stimulate the minds, muscles and imaginations of youngsters.

For information about the museum call 256-6056.

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MORE May

Kohl Museum Offers "Hands-On" Fun

The Kohl Children's Museum in Wilmette is a museum where dressing up like cowboys, staging tea parties and blowing soap bubbles and doing other "un-museum-like" activities is the norm.

This hands-on learning center for children gives the word "museum" a new meaning. It may be just the thing for restless children who are tired of tagging along on the usual adult outings.

"Museums are usually for a much older crowd," said marketing director Kimberly McGee. "But this museum is totally hands-on. There are no signs saying 'Keep Your Distance,' or 'Don't Touch.'"

Samantha Thompson, daughter of Illinois governor, was one of more than 30,000 children who've enjoyed the "please touch" exhibits at the Kohl Museum.

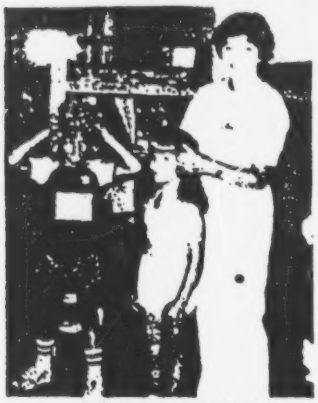
The museum was started in January 1985 as an offshoot of the Dolores Kohl Education Foundation. It is the latest of several foundation programs dedicated to this "hands-on" approach to learning. The foundation also supports a drop-in teacher center, a Jewish teacher center and numerous teacher workshops, which grant college credit.

Just inside the front entrance at 165 Green Bay Road, Wilmette, parents and teachers can buy toys, books and games for their children at The Learning Store. At the supply center, teachers can buy pieces for games that they purchase through the drop-in center.

McGee says that the museum's only rule is "Don't Run." Other than this, the Kohl encourages enthusiastic participation. At the "Who am I?" exhibit, children can try on costumes or poke their heads through cardboard likenesses of The Hulk, a tennis pro, a basketball star, or a cowboy. By looking in a mirror, they can see themselves actually making a slam dunk or growling while waving a muscular green arm. They can stage puppet shows at the Kohl puppet palace or [illegible]. At Bubblemania, the children can play in a sandbox-sized arena full of soap bubbles. Or, they can play on the cardboard construction of Waldo the Dinosaur, who is surrounded by cardboard palm trees and dangling green crepe paper.

But there's education along with the fun. Kids learn about fractions by playing with a pizza puzzle, and practice adding and subtracting by pretending to grocery shop and adding up their purchases on a real cash register.

Stuart Grauer, a pharmacist from Lincolnwood, has been taking his four-year-old daughter, Laurie, to the Kohl center for almost six months. They're members and go at least twice a week. "Kids can be kids and enjoy it without anybody hollering at them," Grauer says. "There's always something new there. Rarely will we do the same thing twice in a row."



Both photos courtesy of Kohl Museum

Laurie's typical of many of the museum's youthful visitors, says McGee. "The kids who come here have so much fun they never want to leave."

In addition to Kohl's long-term and temporary exhibits, the museum invites other institutions to participate in various special events. May 18 will be National Museum Day, and McGee has invited the directors of many other small Chicago-area museums to bring portable exhibits so that children coming to Kohl can "explore the world of museums and see how they differ." Then, on June 14, Kohl will sponsor an International Fair, during which members of Chicago's ethnic clubs will display crafts, and demonstrate dances and songs of their native lands.

The Kohl Children's Museum is open 10 - 4 Tuesdays through Saturdays, and 12 - 4 Sundays. Admission is $2.50 for each adult or child, but children under age two are admitted free. For $35, a family can become museum members, with benefits that include a year's free admission. For more information about the museum or its special programs, phone 256-6056.

—Angela Fracaro

Article published in The Chicago Sun-Times
Written by: Anne Taubeneck Friday, January 17, 1986

Dreams come true at unique museum

CHILD'S PLAY

By Anne Taubeneck

My 6-year-old daughter, Lizzie, slipped on a colorful Moroccan robe, called a djellaba.

Then she slipped off her shoes and made herself comfortable in a Moroccan living room. It was decorated with beautiful brass and glass hanging lamps, brass-top tables, woven rugs and soft leather hassocks.

A few minutes earlier she had painted her face, ridden a child-size exercise cycle, listened to her heart, blown gigantic bubbles, rung up a cartful of groceries on a real cash register and dashed through a secret tunnel.

The place where these varied activities occurred was the Kohl Children's Museum in north suburban Wilmette.

One of the Chicago area's most intriguing attractions for kids, the museum has several exhibits that appeal to children from 2 to about 11. The newest is the exotic Morocco exhibit, which officially opens Thursday.

Like others at the museum, the Morocco exhibit allows children to learn by doing.

There they can not only touch real leather babooshes, or Moroccan slippers, but make a paper pair for themselves. They can also make rubbings from brass plates and use yarn to stitch a design similar to those in a Moroccan rug.

Just a few steps away from Morocco are several other exhibits that kept my daughter busy for two hours. She left wanting more.

In "Who Am I?" kids can transform themselves into cowboys and cowgirls, basketball and tennis players, Wonder Woman and the Incredible Hulk by stepping into mirrored booths with painted backdrops.

In the movie star booth, they can try on wigs, shoes and clothing. Nearby is the face-painting table.

The "Jim Shorts Health Club" exhibit teaches children about keeping fit and eating right.

In the "Dinosaur Forest" exhibit, dominated by a towering cardboard dinosaur, children can make dinosaurs out of clay, create dinosaur collages, and learn names and shapes of the prehistoric animals.

The museum is operated by the Dolores Kohl Education Foundation.

The Kohl Children's Museum, 165 Green Bay, Wilmette, is open 10 a.m. to 4 p.m. Tuesday through Saturday, noon to 4 p.m. Sunday, and is closed Monday. Admission is $2.50. For more information, call 251-7781.

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July 21, 1986

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Yours truly,

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FACETS

August 5, 1986

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I also wonder whether you are familiar with the work that the Facets Performance Ensemble has done with children over the course of the past ten years; much of the work, consisting of teaching children how to channel energy and define abstract concepts, applies the techniques of the Dreiske Discipline of actor training toward teaching young children.

I enclose a brief description of some aspects of the program as reprinted from a paper Nicole Dreiske presented at the UNESCO conference on Theatre in Life and Education /Theatre and the Life Sciences in Paris.

Sincerely,

Milos Stehlik
Co-Director

encls.

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August 21, 1986

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We understand that this is not for publication, and that you will give our company full credit on the specific pages and in the Bibliography of your paper.

Sincerely,

Harry J. Joy, Jr.
Corporate Secretary
and Legal Counsel

HJJ:gg

OPTIONAL MULTICULTURAL GAME
a "Multicultural Game"

Use this game as a way to break-the-ice, as well as to understand better the concept of cultural pluralism.

Directions: Move around the room asking people the questions in the individual boxes. Use a different person for each question. When you feel the person has answered the question appropriately, have them initial the square.

Name 3 different cultures of students attending our schools?	Name a children's song that is a tradition to a specific culture?	Say "Hello" in 3 other languages. What are they?
Name 3 ethnic foods?	Pick a culture and describe a native costume.	Name some places in the World you have visited?
Where were your parents born?	Name your cultural heritage?	Name an ethnic Holiday?

DD
3/86